

**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL**

**FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**TITLE:**

**Teacher- Learner Rapport on EFL First and Second Baccalaureate  
learners' motivation at Unidad Educativa Mariscal Sucre: A case study.**

**AUTHOR:**

**Muñoz Fajardo, Andrea Estefanía**

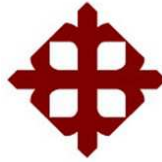
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OBTAINING THE BACHELOR DEGREE IN ENGLISH  
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**Jarrín Hunter, Ximena Marita Mgs.**

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**CATHOLIC UNIVERSITY  
OF SANTIAGO DE GUAYAQUIL  
FACULTY OF ARTS AND HUMANITIES  
SCHOOL OF ENGLISH LANGUAGE**

**CERTIFICATION**

We certify that this research project was presented by **Muñoz Fajardo, Andrea Estefanía**, as a partial fulfillment of the requirements for the **Bachelor Degree in English Language with a Minor in Educational Management**.

**PROJECT ADVISOR**

---

**Jarrín Hunter, Ximena Marita, Mgs.**

**DIRECTOR OF ACADEMIC PROGRAM**

---

**González Ubilla John, MSc.**

**Guayaquil, on the ....18<sup>th</sup> day of September of 2017**



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**STATEMENT OF RESPONSIBILITY**

**I, Muñoz Fajardo, Andrea Estefania**

**HEREBY DECLARE THAT:**

The Senior Project: **Teacher- Learner Rapport on EFL First and Second Baccalaureate learners' Motivation at Unidad Educativa Mariscal Sucre: A case study** prior to obtaining the **Bachelor Degree in English Language with a Minor in Educational Management**, has been developed based on thorough investigation, respecting the intellectual property rights of third parties regarding citations within the corresponding pages whose sources are included in the bibliography. Consequently, this work is of my full responsibility.

Under this statement, I am responsible for the content, truthfulness and scientific scope of the aforementioned paper.

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## **DEDICATION**

I dedicate this work to the Lord, and to my beloved family who have held me in every step of this process. They have shown me that every effort is worth by the end of the day.



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I would like to thank every single person who encouraged me through the realization of this project and that has richly contributed in my life. I would like to thank God in first place, secondly my loving parents, brothers and sisters aunts, uncles, cousins, friends, and to my college advisors. You all deserve the best of me.

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## **ABSTRACT**

This research project has as a main objective to explore how a teacher's rapport positively contributes to motivation of First and Second Baccalaureate EFL learners at Unidad Educativa Mariscal Sucre. The specific objectives are to get insight of the relationship between teacher-student rapport and learners' motivation within a learning setting, to describe how students experience rapport during the EFL lesson and to identify the teacher's characteristics in order to fulfill positive rapport in the classroom. The methodological approach considered for this study is the socio-constructivist which comprises a case study and data collection techniques such as survey and focus group applied to First and Second Baccalaureate students from the Advanced courses of EFL classes, a set of class observations and an interview conducted to their EFL teacher. After collecting and analyzing the data obtained, it can be concluded that the teacher's characteristics such as being a knowledgeable person helps her establish positive rapport with her students and therefore contributes to certain degree to her students' motivation

***Keywords: (rapport, motivation, EFL, case study, relationship, learners )***

# INTRODUCTION

## JUSTIFICATION

English Language Teachers are constantly incorporating new strategies in the classroom in order to either maximize learning time or provide more effective instruction. There is abundant literature regarding innovative approaches, methods and strategies to enhance English language teaching and learning. It can be argued that effective instruction could be the result of teachers' commitment and efforts to do their job effectively.

As EFL teachers, we might have probably felt uncomfortable in class, and perceived students also feel uncomfortable or disconnected from what we were trying to teach. Could this feeling be related to rapport, a relevant aspect in learning? Generally speaking, there is a tendency for EFL teachers to talk about and share anything related to teaching strategies. However, rapport, an important aspect in any learning setting, is not usually addressed by teachers, nor what it refers to or how to provide it in daily lessons.

According to Buskit (2001), rapport is usually hard to conceptualize thus it might not be a subject of study; however, it would be important to address it for it could contribute to effective teaching and learning. "Generally, rapport is characterized by positive thoughts and feelings of closeness. Perceptions of bonding, lead to favorable interactions between those in the relationship" (Ryan & Wilson, 2015, p. 1). Teachers should work on building rapport since rapport can encourage learners trust towards the teacher.

In a teacher-learner relationship, trust can work as an affective connection, which will benefit the learner. For example, learners might be willing to learn new things, to develop confidence as they take risks when solving problems in the classroom (Buskit, 2001). EFL teachers are usually concerned about providing effective instruction, but they might unconsciously underestimate building rapport in the classroom. Rapport between teachers and learners is relevant to study within EFL classrooms in the Ecuadorian context since

gaining insights on rapport would contribute to gaps in the literature and might help EFL teachers reflect on an aspect of learning probably neglected.

Furthermore, this study will benefit the School's Language Department at Unidad Educativa Mariscal Sucre, since many of its collaborators could reflect on how their personal approach to teach is of great significance in the student's eagerness to learn a Second Language, and whether building rapport during their lessons is a conscious and reflective daily practice adopted in order to enhance their delivery of instruction and learning outcomes. The insights obtained in this study will enable teachers to regard their students differently so as to apply positive rapport- techniques that they can replicate, thus meeting their emotional needs as well as the academic ones. Furthermore, students will be greatly benefited since a general assumption is that the nature of this EFL teacher relationship with her students is considered a relevant component of her teaching practice that have resulted in her students' success in learning English.

## **STATEMENT OF THE PROBLEM**

At Unidad Educativa Mariscal Sucre, as part of its enrollment process, new teachers are asked by the School's Area Head Coordinator to observe some classes of a highly-skilled teacher. One of those highly-skilled teachers, an EFL teacher, has been taken as the unit of study. Among many of the reasons, why newly recruited teachers are sent to observe the way she manages her classes is because of her years of experience and her academic preparation. Although she is not the Area's Coordinator, she plays the role of consultant teacher within the area every time teachers have an enquiry.

Specifically, this study intends to provide insights about rapport between this EFL secondary teacher and her students from First and Second Baccalaureate Level of the aforementioned school, and whether such performance embodies a significant effect on the learner's motivation towards the subject, viewed from both the students and teacher perspective.

## **RESEARCH QUESTIONS**

- How motivated do First and Second Baccalaureate students show during the EFL lessons provided by the teacher?
- How does the relationship established by the teacher towards the students influence their motivation in the EFL classroom?

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To explore how a teacher's rapport positively contributes to motivation of First and Second Baccalaureate EFL learners at Unidad Educativa Mariscal Sucre.

### **SPECIFIC OBJECTIVES**

- To get insight of the relationship between teacher-student rapport and learners' motivation within a learning setting.
- To describe how students experience rapport during the EFL lesson.
- To identify the teacher's characteristics in order to fulfill positive rapport in the classroom,



## THEORETICAL FRAMEWORK

The theoretical framework that has guided this study was the Socio Educational Model (Gardner, 1993). Gardner's Socio Educational Model has established four categories: External Influences, Individual Differences, Language Acquisition Contexts, and Outcomes. The relevance of this model is that it has determined these four variables, and it has proposed ways to assess them in order to formulate hypotheses that help to evaluate the nature of motivation and what can influence it in second language learning. Gardner (2001) contended that in second language learning some variables like, attitude, learning styles, learners' personality, language anxiety, and self-confidence could be reliant on motivation. To illustrate, Gardner has claimed that learning strategies might not be used if second language learners were not interested in learning the foreign language. They might not take the risk of using the language, for example if they did not want to learn it.

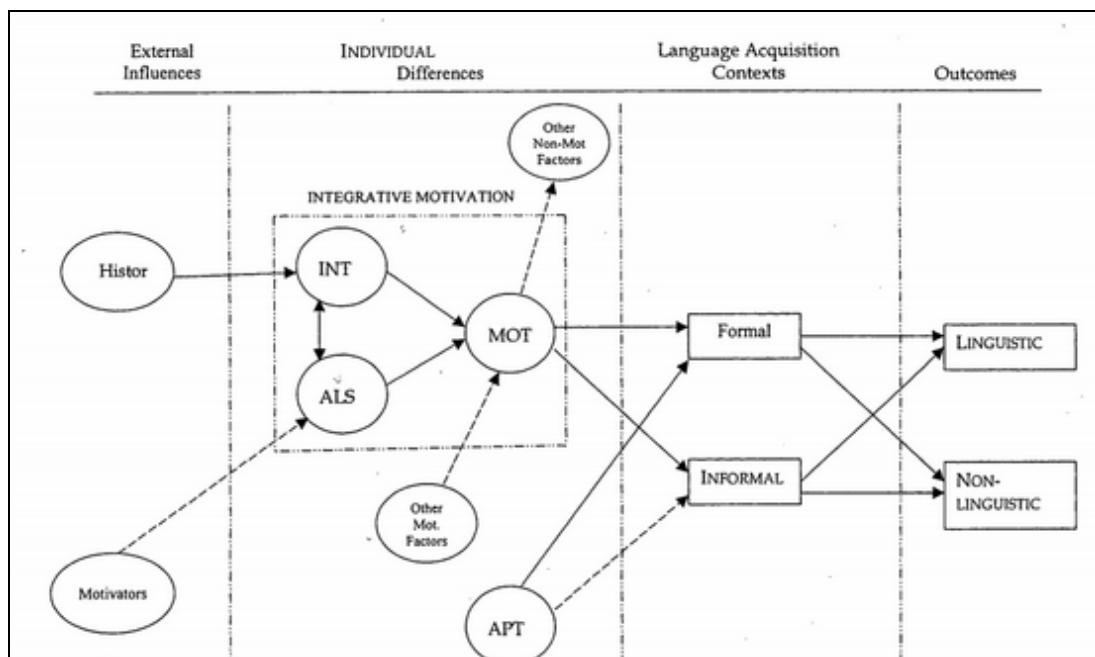
"Motivation is a central element along with language aptitude in determining success in learning another language in the classroom setting (Gardner, 2001, p. 2). In fact, Gardner's studies have found that language aptitude and motivation are greatly associated with language achievement. With respect to external influences, Gardner suggests two influences, "history" and "motivators". History refers to learners' background, which involves their families and their socio cultural context. This can influence learners' desire to learn a second language. For example, learners may be motivated to learn a foreign because learning foreign languages is valued by their families.

Gardner refers to teachers as "motivators". He argues that teachers can foster motivation to learn. "These motivators are shown to have a direct effect on Attitudes toward the Learning Situation (ALS)". Attitude can be defined as "a mental and neutral state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual response to all objects and situations with which it is related" (Allport, 2004, p.4) (as cited in Fatiha, Sliman, Mustapha and Yahia, 2014, p. 118). Furthermore, Dornyei (2001) established four principles that focus on language teachers as

motivators too: “Creating the basic motivational conditions, generating student motivation, maintaining and protecting motivation, encouraging positive self-evaluation” (as cited in Gardner, 2001, p. 7, 8). In this study, motivation to learn a foreign language has been examined within a sociocultural framework since this model considers motivation from learners’ perspectives, and it also considers teachers contributions to the learning of a second or foreign language.

Additionally, Gardner’s model recognizes that attitude towards learning a language can be positive or negative and it will vary among learners as they come from different backgrounds and come to the classrooms with different perceptions of learning a foreign language, the class, the teacher and the curriculum. Fatiha et al., (2014), argue that teachers’ contribution to develop a positive attitude to learn involves promoting a friendly relationship with the learners, having effective classroom communication and management. According to Gardner (2001) if the language teacher is not effective or is not responsive to learners’ needs in the classroom, he will influence learners’ attitude towards learning a foreign language. He also states that teachers not only have to be proficient in the foreign language but they also need to know how to teach learners to learn the language. Language teachers must be able to encourage learners to learn the language. “This requires a lot of work and dedication on the part of both the teacher and the students” (Gardner, 2001, p. 3).

In other words, teachers and learners’ relationship in the classroom should be a committed one to attain established goals in the process of teaching and learning a foreign language. As figure 1 shows motivation plays a fundamental role in Gardner’s social educational model. Motivation works as the mediator between learners’ language aptitudes and language achievement. Furthermore, motivation and language aptitude have a direct effect in formal learning contexts. Motivation and aptitude will influence learners’ success in learning in the classroom. The following charts intends to explain that the teacher plays the role of an external influence and therefore should be regarded as a motivator in second language acquisition.



**Figure 1** Revised Socio-Educational Model taken from " Language Learning Motivation: The student, the Teacher , and the Researcher" by Gardner R.C(2001)

### 1.1. Motivation

Motivation is a broad construct whose definitions can be discussed in different ways. A definition provided by the English Cambridge Dictionary, states that motivation is “the enthusiasm for doing something, the need or reason for doing something.” (2016). According to Puji (2015) motivation can also be defined as the trigger that encourages a person to act in order to achieve a specific objective. This definition could be taken into account as the type of “motivation” that as educators we seek to perceive in our students. Although motivation is a term that has been thoroughly analyzed, it is during the last three decades that such definition has been subject to study for psychologists and educators. (Perez & Madrid (2001)

Perez and Madrid (2001) argue that the term in the view of some psychologists, is regarded as the “set of processes which involve the arousal, direction, and sustaining of behavior or conduct. It is employed to indicate, for instance, a subject’s persistence and his/her pervasive work on certain tasks and not on other activities.” This definition could be aligned with our conceptions of students’ inner motivation, which leads a student to be committed to his or her work regardless of external stimuli.

Because of the abstract nature of the construct motivation, it is important to consider its different outlooks proposed by several authors who have attempted to define it in varied psychological theories.

Perez and Madrid (2001) have comprised such theories into three main categories. In first place, we should take in consideration Sigmund Freud's Psychoanalytic theory and Clark Hull's drive theory. Both approaches state that behavior is highly influenced by stress reduction. Thus, an individual would avoid stressful environment and painful activities and instead pursue pleasant ones. In both theories, behavior acts as a mechanism that seeks for biological balance. It should be considered that the term behavior was the main source of observable motivation and it should be regarded as such.

Secondly, psychologists Bernard Weiner and Sandra Werner (1989) intended to group a set of theories and to establish its own, which includes Lewin's field theory, Atkinson's achievement theory, and Rotter's social learning theory. All of them sustain that behavior is dependent on the individual's expectations of attaining success, as well as on his / her praising or incentives to attain their goal. Many of the practices that involve behavior management, including classroom management techniques are based on this theoretical model. As a result, praising and the use of incentives are equally determinant in a student's success in the classroom as much as their inner desire and achievement expectations.

Finally, the last group of theories is the one of attribution and humanistic psychology. Despite considerable differences between one and other, both theories argue that human motivation is in part a result of the humans' constant struggle to understand themselves and their surroundings.

## **1.2. Motivation in Second Language Acquisition**

Despite the abundant literature already available concerning the definition of motivation and its fundamental role for successfully acquiring a second language, it will be briefly comprised the most important highlights in regards with this topic throughout time. (Dornyei, 2003) stated that motivation in

language learning began to be highly studied by social psychologists because of their concern about learning a second language or an L2. As a result, a number of models in language learning motivation have arisen and such have particularly considered the affective factor in language learning. (Klebawi, 2006) There are several models such as the ones proposed by Krashen (1981) in his theory with the *Monitor Model* and the *Affective Filter Hypothesis*; Shumman's *Acculturation Model* and the *Socio educational model* proposed by Gardner.

Krashen's *Affective Filter* hypothesis, accounts for the influence of non-linguistic factors that affect the acquisition of a second language. Fostering a safe learning environment will encourage learners to take risks in the classrooms and will help them feel comfortable in the learning setting. This will contribute to keeping the affective filter low thereby promoting learning. Krashen recognizes that factors like students' motivation can be influenced by the learning setting in which teachers play a fundamental role as the ones who carefully create an appropriate learning atmosphere.

Moreover, he claims that "if learners are equipped with high motivation, self-confidence, a good self-image, and a low level of anxiety are more likely to succeed in the acquisition of a second language".(Krashen,1987) Furthermore, he states that these factors can activate the affective filter and "block" any type of incoming input . In other words, when the filter is activated, it hinders language acquisition.

On the other hand, Schumman's Acculturation theory mainly suggested that the acquisition of a second language was related to the learner's acculturation process, and his or her success was directly proportional to the learner's ability to orientate him or herself to the target language culture, and that means being motivated to learn second language because the learner is engaged with the target language culture. (VanPatten, 2010).

Finally, Gardner (2001) stated that "motivation refers to the driving force in any situation" (p. 8). He proposed the Socio Educational Model with respect to learning a second language. In this model he states that motivation to

learn a second language requires three components: “effort, goal, and positive affect” (p. 8). First, motivated learners make efforts to learn the language. Second, they have a desire to achieve the goal of learning the language and try hard to succeed. Third, they usually display a positive attitude towards learning the foreign language. These three elements help to distinguish more motivated learners from rather less motivated ones. Furthermore, Gardner argued that if second language learners exhibit these three elements, they can be certainly motivated to learn a foreign language.

### **1.3. Importance of Motivation in the EFL classroom**

There are recent educators and researchers that have spotted attention on motivation and relating its importance to success within an EFL classroom. To illustrate this point, it will be considered Dörnyei’s definition of motivation said to be as” *one of the main determinants of second/foreign language (L2) learning achievement*”.(Dörnyei, 1994). Along similar lines, Gardner (2001) explains that among the factors that influence the learning of a second language such as: attitudes, motivation, language anxiety, self-confidence, field independence, personality variable, intelligence, language aptitude, and language learning strategies, it is motivation regarded as the most influential one. In fact, these other factors depend on motivation in order to be realized.

Nevertheless, fostering motivation can be challenging for teachers, as they are presented as the model and the main influence in every class environment. According to Dörnyei, (2001) teachers consider the act of motivating students to learn a second/foreign language as the most important but difficult skill in teaching after the application of classroom management techniques.

### **1.4. Definition of Rapport**

Similarly to motivation, rapport is another construct that has been analyzed from the perspective of several areas of social sciences. K Saville, (2001) argues that rapport is somewhat difficult to understand. Perhaps that is the reason why the abundant literature on college teaching essentially ignores the term. It can be argued that something similar happens within the EFL

high school context. Nevertheless, it is worth considering its importance, which is directly related to effective teaching.

According to Webb and Barret (2014), rapport is a behavior that can be defined and operationalized in several ways. It can be conceptualized as a type of relationship, the positive quality of a relationship or even the degree of understanding between two or more people. Along similar lines, the Merriam Webster Dictionary (2017) states rapport as a friendly, harmonious relationship; especially: a relationship characterized by agreement, mutual understanding, or empathy that makes communication possible or easy. Finally, Gremler and Gwinner (2000) determine that personal connection and a pleasant interaction are the foundations for rapport building. In addition, Swenson states that rapport is the “ability to maintain harmonious relationships based on affinity for others”. Moreover, Swenson (2010) argues that rapport “is the interpersonal side of teaching” and that this “relationship involves for the teacher to know their students, their learning style and using that relationship with them to teach at a more personal level”.

### **1.5. Importance of Teacher-Learner Rapport Relationship**

Estep and Roberts (2013), state that “the building of positive relationships between professors and students has been termed professor/student rapport.” (Cited in Wilson, Ryan, and Pugh, 2010). Moreover, Lowman (1994, 1995) termed this relationship as interpersonal rapport and remarked its importance when it comes to be an effective teacher. As reported by Bouras & Keskes (2014), several researchers have pointed out the establishment and the importance of the teacher-student relationship in educational practice.

Furthermore, researchers claim that interpersonal relationship building is essential for the transmission of ideas between instructors and students to occur in the classroom. In this respect, interpersonal relationship will be regarded as a synonym of rapport. For example, Titsworth, Worley, and Cornett-Devito (2007) claim that the relationship between instructor and student is important for effective communication as well as for student

learning. Tsui (1996) also reports that, “establishing a good relationship with students is extremely important in creating a warming learning atmosphere in the classroom” (p. 164).

One of the questions that arise based on the importance of the establishment of rapport is: How do teachers then, establish rapport with their students? Lowman (1995) indicated that characteristics such as being caring, welcoming, encouraging, positive, democratic, and expressions of genuine interest in students reflect a teacher’s ability to create rapport with them.

It can be argued that if a teacher establishes good rapport with their students, they are likely to be engaged by the end of the day not only with the teacher but also with the subject. “Teachers who are able to establish good rapport with their students are skilled in “ways that encourage involvement, commitment, and interest” Ramsden (2003)

#### **1.6. Effects of rapport in the classroom**

There are some positive effects that rapport brings within. Frisby and Myers (2008), based on research from Roach, Cornett-Devito, and Devito (2005) explain the benefits of building rapport within a classroom. They say that if an instructor maintains positive attitude towards their students, this teacher is likely to gain a sense of liking from them, as well as fostering students’ motivation, and satisfaction, because these feelings of liking for teachers, often influence the liking for the course and improve learning. (p. 28)

Likewise, genuine teachers should aim to foster a positive relationship with their students if they intend to make a positive influence over them. Fisher (2001) argues that “Strangers don’t have an influence over students.” Accordingly, Lescher (2012), emphasizes rapport and its importance since it might affect the various components within a learning setting. For example, rapport has an influence over:

The learning environment and classroom management: Building a trustworthy relationship with students ensures that the classroom atmosphere is positive, collaborative, and supportive. Similarly, by establishing a communal and respectful place for learning, the



students will perceive themselves to be part of a collective and, hence, are likely to behave according to its dynamics (Anderson,1999). Additionally, rapport can discourage academic dishonesty among the students. In the words of an undergraduate panelist at a recent TLPDC workshop, “It’s easier to cheat on a stranger.” (p.1)

Lescher remarks the direct relationship of trustworthiness between teacher and learner. Such positive relationship causes students to have a sense of belonging and therefore respecting the rules of the classroom set by the teacher. Furthermore, the establishment of positive rapport in the classroom might provide a real sense of openness for students, inciting them to remain loyal to both the teacher and their academic tenets.

Student motivation and performance: By creating a friendly but focused learning experience, it is likely that students will want to be in the instructor’s company and, accordingly, will want to come to class. Subsequently, it is apt that students will strive to work harder in order to eventually excel with the material and succeed in the class (Walsh 1996).

Again, students’ motivation is directly linked with a positive teacher-learner rapport.

The well-being of the instructor: Having a strong rapport with students can also be gratifying to the instructor. L. Dee Fink (1984) suggests that connecting with students is one of the critical factors determining personal fulfillment as an instructor. (p. 1, 2)

Positive rapport is not only aimed at fulfilling students’ needs, but also to the teachers’ needs. The better a teacher interacts with their students, the greater the feeling of success will be.

### **1.7. Building rapport in the classroom**

Saville and Buskit (2001) were able to depict several ways in which rapport can be established in the classroom as a result of a study conducted at Auburn University. After having surveyed a hundred students at Auburn University about three things: (i) the extent to which they have experienced

rapport in their classes; (ii) the things that teachers do to develop rapport with them; and (iii) how rapport affects their academic behavior, they came up with these results. More than half of the students reported to have a positive rapport with their instructors.

Furthermore, students declared that the most common teacher's behaviors that helped them build up rapport were: showing a sense of humor; availability before, after, or outside of classes; encouragement for class discussion; a genuine sense of interest in them, knowing their names; sharing personal experiences during the class; exemplifying and adapting course material with appealing examples to the students' interest; and being understanding that students might have unexpected problems that might hinder their progress in their courses. In the end, the students reported that the most common positive effects of rapport on their academic behavior were: to increase their enjoyment of the teacher and subject matter; to motivate them to come to class more often, and to pay more attention in class.

Through this study, it is undeniable to realize how intrinsically related are positive rapport with student's motivation. Hence, rapport seems to facilitate both student motivation for learning and their satisfaction with the course content, and it helps catch students' concentration to what is being taught.

Furthermore, Saville and Buskit (2001) determine that for rapport to develop in any classroom, teachers must do at least two things: One is to "invite" our students to our everyday journey of class, and second is to continue with this amiable demeanor regardless of the myriad of negative circumstances that may arise in or out of class.

Finally, Saville and Buskit (2001) have comprised fifteen helpful tenets for a teacher to foster positive learning environment by establishing rapport. In summary, these tenets involve teachers' use of verbal immediacy strategies, like calling students by their names, praising learners' work and efforts to learn, sharing personal experiences with them, telling jokes to brighten up the lessons. Also, teachers should use non-verbal immediacy strategies, like

smiling to them, maintaining eye contact when talking to them, showing enthusiasm with gestures during the lessons. Teachers should carefully plan their lessons considering learning styles, students' preferences and interests. They should find ways to promote communication outside the classroom like sending e-mails to them or chatting to them before or after classes. Being modest and respectful will certainly promote positive learning environment, too.

### **1.8. Relationship between rapport and student's motivation**

Motivation regarded as a positive behavior in which the students try to achieve academic success is highly influenced by the good relationship that they might have with their instructor. Joseph Lowman indicates that it is a duty for the teachers to decrease when possible, the extent to which students can experience negative feelings or anxiety. If that happens, students will be more likely to feel protected and confident, hence, "it will help students feel that their teacher cares about them, encourage them to become motivated to do their best work, and think of their teacher in highly positive ways". (Saville & Buskit, 2001)

## LITERATURE REVIEW

### **Teacher Learner Rapport on EFL's student's Motivation.**

Research about the relationship between teacher-learner rapport and students' motivation, has been explored by scholars and researchers in different spots of the world. To illustrate this point, it will be considered as an example Heidarpour and Taki's recent work in 2016 on Rapport and EFL learners' motivation between private and public schools in Iran.

The study aimed at how rapport was built in EFL classes in private language schools and public schools in Iran as well as how it was related to students' motivation (2016). For this study, around 200 students were surveyed with two questionnaires. One was the teacher- students' relationship questionnaire created by Wubbels and Levy's (1991) and the questionnaire developed by Gardner with the aim of measuring students' motivation. This research concluded that there was a difference between private and public schools, and that rapport was materialized more efficiently in private ones, also that there were significant factors that contribute to building rapport from students' perspective.

Furthermore, private students demonstrated to be more motivated to learn English. Likewise, the interrelationship between rapport and motivation happened to be stronger for the students in private schools. The findings of this study have significance over how EFL teachers should be trained in order to establish rapport with their students.

In 2010, Frisby and Martin developed a study that inquired into the relationships between instructors and students and also between students with the aim of determining their roles in building positive relationships. Basically, the study examined the dynamic of the relationships in the classroom that occurred among students and teacher-students relationship. The students stated their opinions about the interpersonal relationships in the classroom and their thoughts about their own contribution to the class and their learning. The results showed that students' perception of rapport in the classroom with the teacher and classmates is associated with having a close

relationship with each other and with the teacher. Teacher-student rapport, student-student rapport and classroom connectivity improved students' participation in the classroom. Additionally, the study found that just teacher rapport usually resulted in class participation, affective learning and cognitive achievement.

EFL teachers and learners relationships have been studied in different contexts. For example, a study conducted in Bogota by Garcia, Gilligs and Lopez (2013) sought to know about the influence of teacher-learners relationships at college level. Results showed that learners willingness to learn English, appropriate behavior in class and feeling of comfort during lessons were influenced and improved due to teacher empathy towards students' learning and appreciation for students' work (as cited in, Garcia, Gilligs and Lopez, 2013).

Another study conducted in Florida, by Stepp and Roberts (2011) searched to explore the relationship among different variables that influenced the dynamic of teaching and learning in the classrooms during different courses at the college of agriculture. The variables considered for this study were teacher immediacy, professor/student rapport, motivation and engagement. The study concluded that learners' recognition of teachers' involvement in their learning promoted good rapport between them. Furthermore, teachers' immediacy had a positive impact on learners' motivation to succeed and promoted an increase on the of learners' self-regulation strategies which can also help them to succeed academically. However, teachers' immediacy and learners' teacher rapport appeared to have a greater impact on learners' motivation (as cited in, Estep & Roberts, 2015).

In 2014, a study conducted by Bouras and Keskes (2014) in Algeria aimed at studying high school instructors and students' perceptions of the instructor's characteristics and its impact on students' motivation. The research explored eight teaching elements that were related to teacher learner rapport. The participants for the study were four secondary schools in Algeria chosen by random sampling which in total 200 participants were surveyed. Furthermore, twenty-one instructors were tested with the same

instrument. The instrument compiled both teachers' and learners' perceptions to determine which teaching practices both groups believed helped develop students' motivation in the foreign language classroom. Based on the analysis of the results, students found motivating certain teacher's characteristics.

On the other hand, despite the fact that instructors recognized rapport as a key element, they produced a different result according to the ranking of their characteristics. In conclusion, the data gathered, indicated that if teachers want to motivate students, it is required from teachers to establish a good balance between their methodology and their ability to build rapport.

## 2. METHODOLOGY

This research is grounded on the socio constructivist philosophical framework. According to Lincoln and Guba, this philosophical perspective argues that reality is socially constructed by individuals and this social construction leads to multiple meanings. Consequently, the researcher must attempt to understand the complex and often multiple realities from the perspectives of the participants (1985). This research follows a mixed methods approach since it using qualitative strategies plus quantitative scales.. This approach is aligned with a case study type of research since it focuses on a unit of study or a bounded system (Gay, Mills & Airasian, 2012). “A unit of study or a bounded system may refer to a particular classroom, students or teachers which can be particularly described and identified” (Merriam (1998).

Along similar lines, Miles and Huberman (1994) refer to a case study as “an investigation of a phenomenon that occurs within a specific context “. A case study type of research was suitable for this research since it intends to answer a descriptive question (Gay, et al, 2012). In this particular research, the research questions intend to explore how motivated the students show during a class, and how the relationship established by the teacher influences their motivation.

### 2.1. Participants

The unit of study in this case is composed by two groups of thirty students each between fourteen to sixteen years old from Unidad Educativa Mariscal Sucre, which is located in Juan Tanca Marengo Km. 4 1/2 Avenue and Guillermo Cubillo Avenue, and a female teacher who works in the aforementioned institution. Both groups have been fixed to an Advanced level of English classes receiving around seven class-hour of thirty-five minutes each day. Both courses are dictated by the same English Teacher who is the main subject of this study. The teacher is a trilingual speaker with an academic background focused on TEFL programs. This teacher has taken all the Advanced Level Courses from 10th Grade to Third Baccalaureate

Level. Furthermore, this educator has not only led Advanced English courses but also she has coached several classrooms for achieving the Cambridge International English Examinations.

## **2.2. Instruments**

The data collection instruments chosen for this study are self- developed instruments and adapted instruments that are commonly used in qualitative works.

The instruments included in this research were: a set of observational checklists which were used during the lessons to get insights about how the teacher established rapport in the classroom, and another one to observe the students' responses and interaction with the teacher. Both instruments were adapted from the tenets that William Buskist and Bryan K. Saville (2001), state as important aspects that applied simultaneously, can help to foster motivation within a classroom.

In addition, a questionnaire with fifteen statements using a Likert Scale was adapted and used to gather information about the students' perception of rapport with their EFL Teacher. Such questionnaires were designed by Robert C. Pianta, Ph. D and Wilson, Ryan & Pugh (2010) and used in similar studies.

Another instrument designed for this study was a questionnaire to be used with five key students in a form of focus group. The objective of this instrument was to collect information from the participants of this study about rapport between them and their EFL teacher. It is important to remark that some of these questions were taken from a questionnaire developed by Sri Puji Astuti (2015).

Furthermore, an interview to the teacher was designed with the aim of getting insight of the relationship between teacher-student rapport and learners' motivation within a learning setting from the teacher's perspective.



### 2.3. Analysis of the data collected

The data collection took place at Unidad Educativa Mariscal Sucre during the days 1<sup>st</sup> and 4<sup>th</sup> of August of 2017 with the First and Second Bacculaureate students. In order to have this approach with the students and the Language Arts teacher, a letter of permission was sent to the school's authorities to grant that the research process would follow the ethical steps that it requires.

#### 2.3.1. Students' survey

The data collected through the students' survey was gathered on August 3<sup>rd</sup> from 30 students from the First Bacculaureate level, and on August 4<sup>th</sup> a second group of 24 students from Second Bacculaureate was surveyed. Both groups belong to the Advanced Levels who receive classes from the same Language Arts teacher.

#### Statement 1: "My teacher usually calls me by my name".

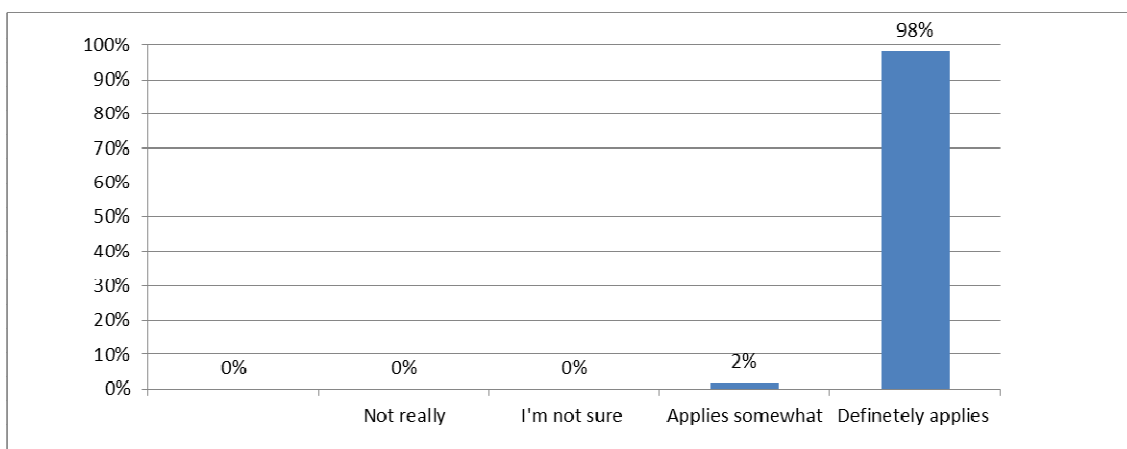
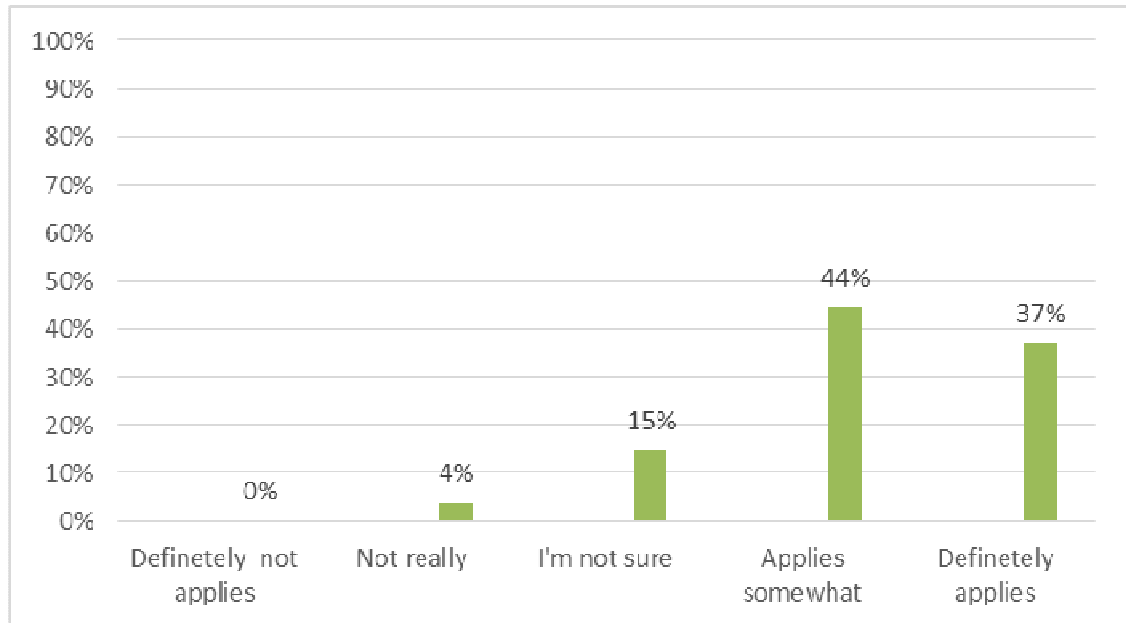


Figure 2 "Statement 1 Students`Survey"

As it can be observed in figure 2, the majority of both First and Second Bacculaureate student ( 98%) agreed on the fact that their teacher addresses them by their name. In that way, the teacher manages one of the key characteristics that a teacher should bear in mind for establishing good rapport in the EFL classroom.

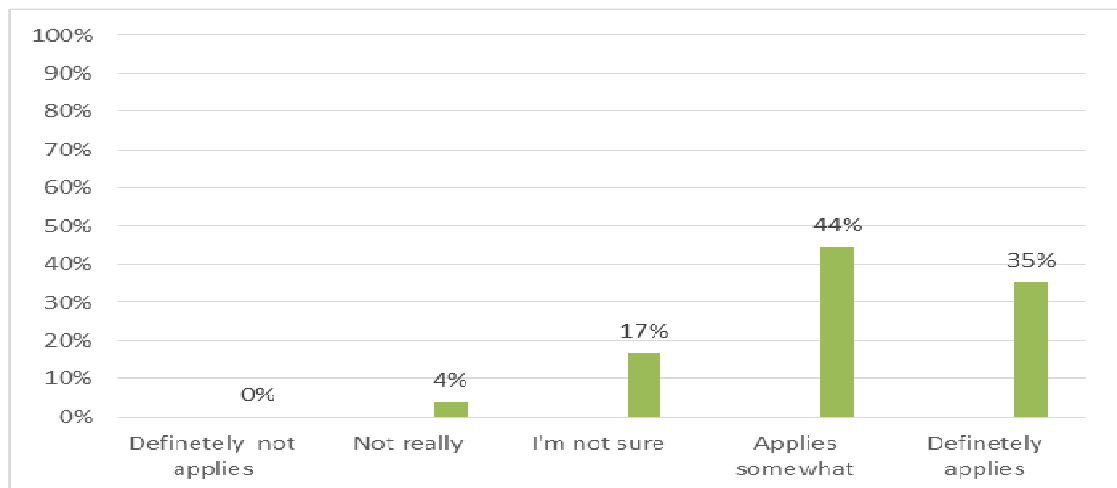
**Statement 2: “My teacher praises my efforts during the class.”**



**Figure 3"Statement 2 Students` Survey"**

Almost half of participants from both courses, stated that their teacher praises their efforts in the class. A 44 percent of the students selected the option “applies somewhat”, followed by a 37 % who had selected the option “definitely applies”. None of the students claimed the contrary. As results show, this is one of the characteristics of the teacher who intends to establish rapport in the classroom. As Buskit and Saville (2001) mention it in their recommendations for building up rapport in the classroom. As a result, we could infer that the teacher is trying to establish an accurate relationship with their students.

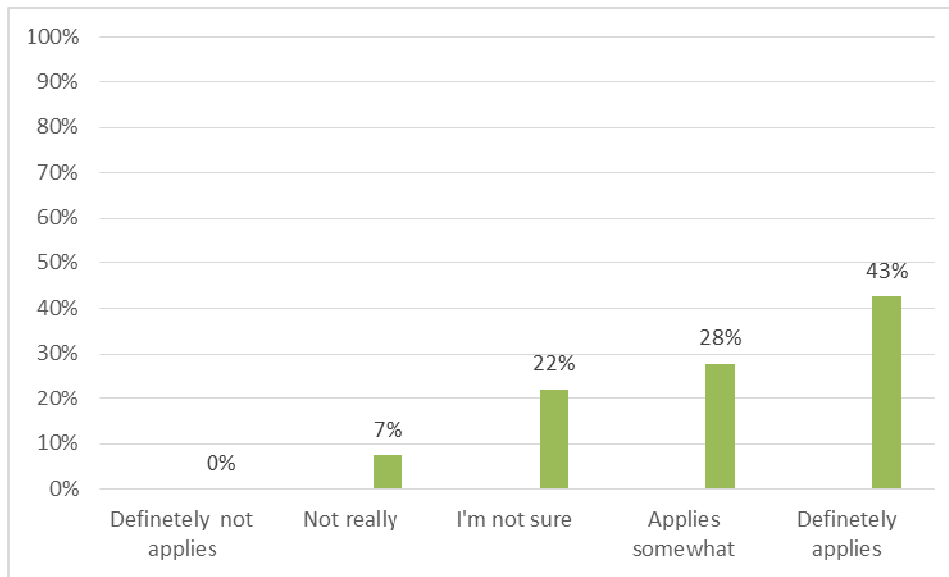
**Statement 3: "I share a good relationship with my teacher."**



**Figure 4"Statement 3 Students`Survey"**

Almost half of the participants (44%) believe to share a good relationship with their teacher. This responses are reflected with the item "applies somewhat" Furthermore, a third of the sample strongly believes to have a good relationship with their teacher.(35%) by choosing the option definitely applies. Very few students demonstrated to be unsure about this statement. None of them claimed to have a negative relationship with her. These results could be linked with the assumption that both courses in general terms get on well with their teacher. Consequently, this is a signal of good rapport in the classroom.

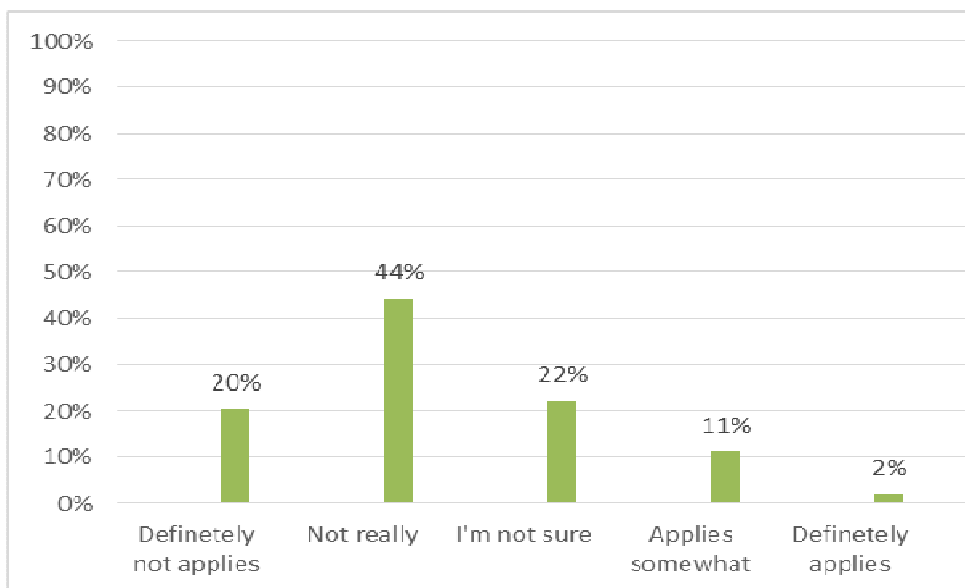
**Statement 4: "I value the relationship that I have with my teacher"**



**Figure 5 "Statement 4 Students`Survey"**

Almost half of students from First and from Second Baccalaureate courses value the relationship that they have with their teacher. Only a very low number of participants (22%) were unsure about the same item. None of the students claimed the contrary in this respect. Again these results are aligned with the characteristics of positive rapport established by the teacher.

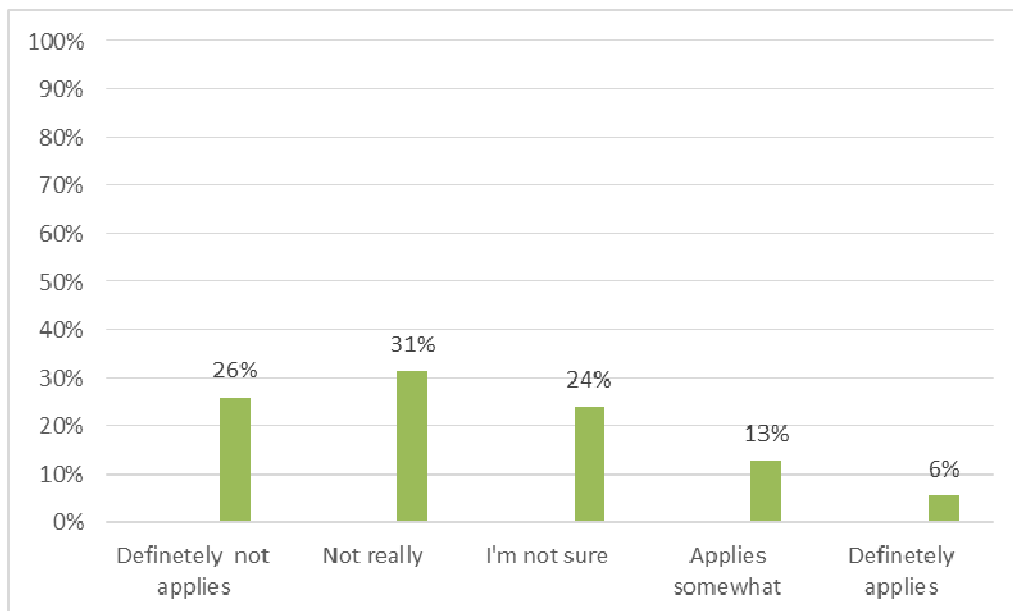
**Statement 5: "I feel hurt or embarrassed when my teacher corrects me."**



**Figure 6 "Statement 5 Students`Survey"**

In this statement, almost half of students` responses (44%) from First and Second Baccalaureate courses disagreed on the fact that their teacher hinders their self - steem by making them feel embarrassed or hurt when their teacher provides them feedback. Furthermore, students strongly disagreed with a 20% of provided responses. This result could be interpreted as if their teacher is quite skillful when providing feedback. This result can also be an indicator of students` positive attitude or level motivation during the lessons provided by the teacher.

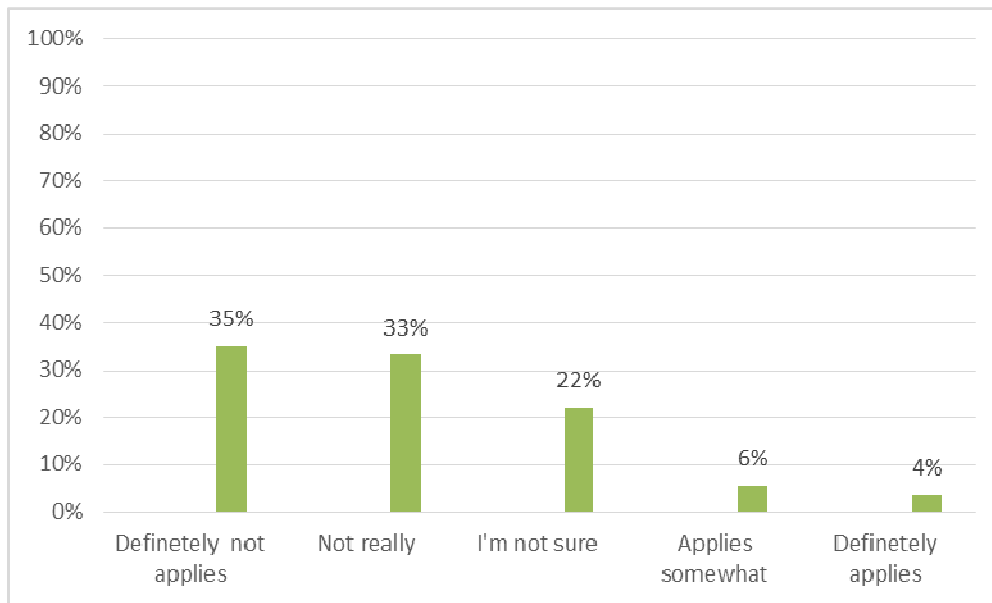
**Statement 6: “I spontaneously share information about myself to my teacher.**



**Figure 7 "Statement 6 Students` Survey"**

As it is shown in Figure Almost half of the students from First and Second Baccalaureate levels (26%+31%) disagreed about sharing personal information with their teacher which indicates that students didn't really share personal information with their teacher. Nevertheless, there is a low percentage of students who would admit to spontaneously share personal information about them. Although prior statements that reflect a positive attitude towards students `relationship with their teacher, in this item we have obtained more likely negative results, The reason for this result could be attributed to the students` perceptions of what personal information stands for, and they might not want to share it with an authority as it is a teacher.

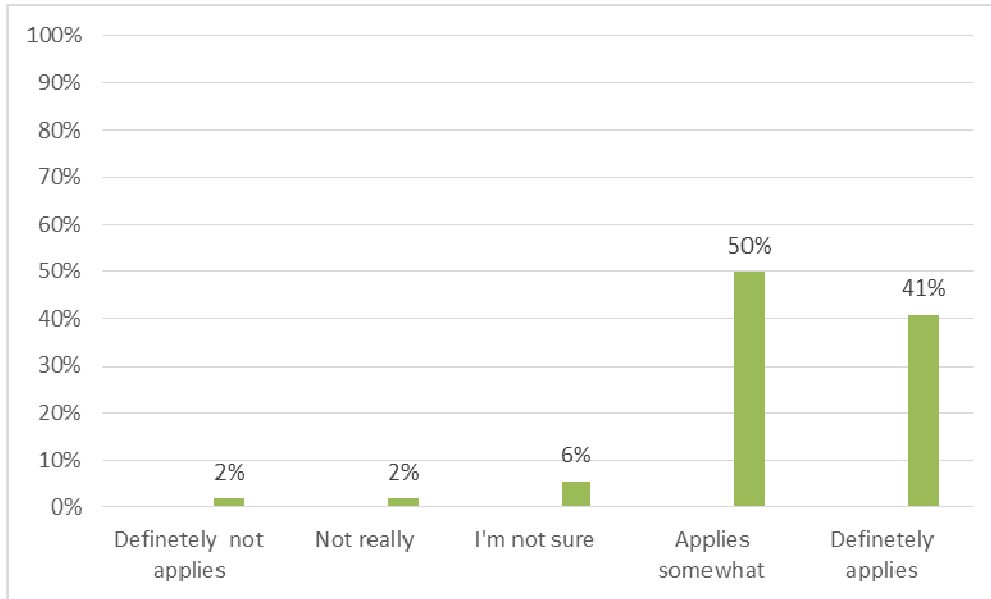
**Statement 7: “I easily become angry with my teacher”**



**Figure 8 "Statement 7 Students`Survey"**

In this statement, a high number of participants declared not to easily become angry with their teacher during classes, as it is observed, a 35% of the students chose the option “definitely not applies”. Furthermore, 33 % of students expressed that they don`t really become angry with their teacher. However, a remaining 6% of students stated the contrary. It can be inferred from this point that most of the students manage the relationship they have with their teacher with ease. On the other hand, students who admitted to get angry with their teacher, might not have developed a positive rapport with her. Furthermore, this opinion can be attributed to individual differences that externalize a lack of motivation.

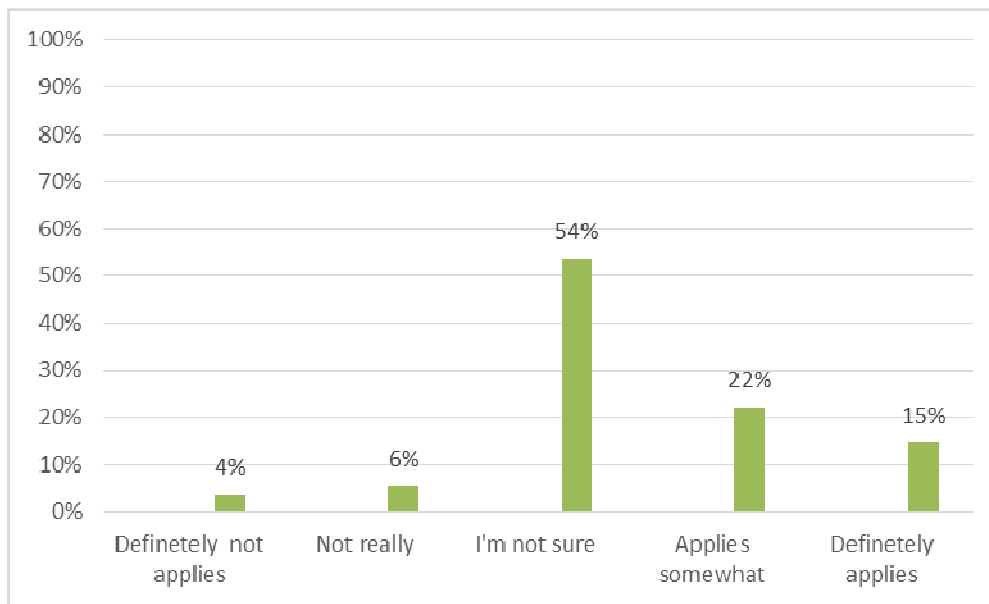
**Statement 8: “I feel that my teacher treats me fairly.**



**Figure 9 "Statement 8 Students`Survey"**

Half of students from First Bacculaureate and Second Bacculaureate levels, who were surveyed for this statement indicated that their teacher treats them fairly, since a half of the sample chose the option “applies somewhat”. Furthermore, a 41% of the students strongly believed to receive a fair treatment since they selected the option “definitely applies”. Very few of the participants (2 %) declared to receive an unfair treatment by the teacher. Again, differences can be attributed to individual differences but also to different level of developmental stages, or level of maturity.

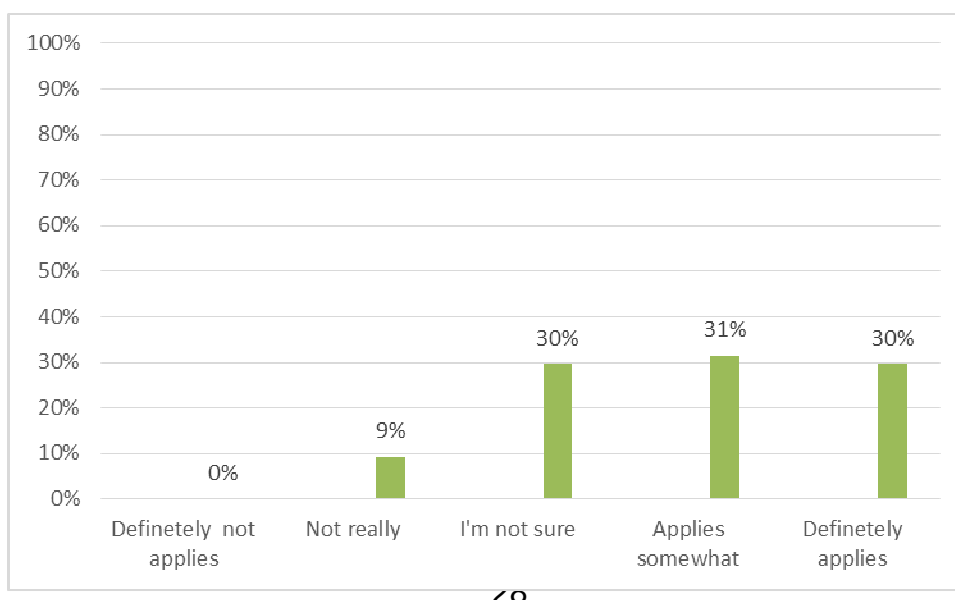
**Statement 9: "It's easy for my teacher to be in tune with my feelings."**



**Figure 10" Statement 9 Students` Survey"**

More than half of the students from both groups of First and Second Baccalaureate levels stated that were unsure about whether the teacher can be in tune with her students` feelings (54%). Only a 15 % of the sample surveyed were confident about the teacher`s ability to be in tune with the students` feelings Perhaps, the results obtained in this question reveals us what teenagers feel about being open and honest to adults.

**Statement 10: "My interaction with my teacher makes me feel confident."**

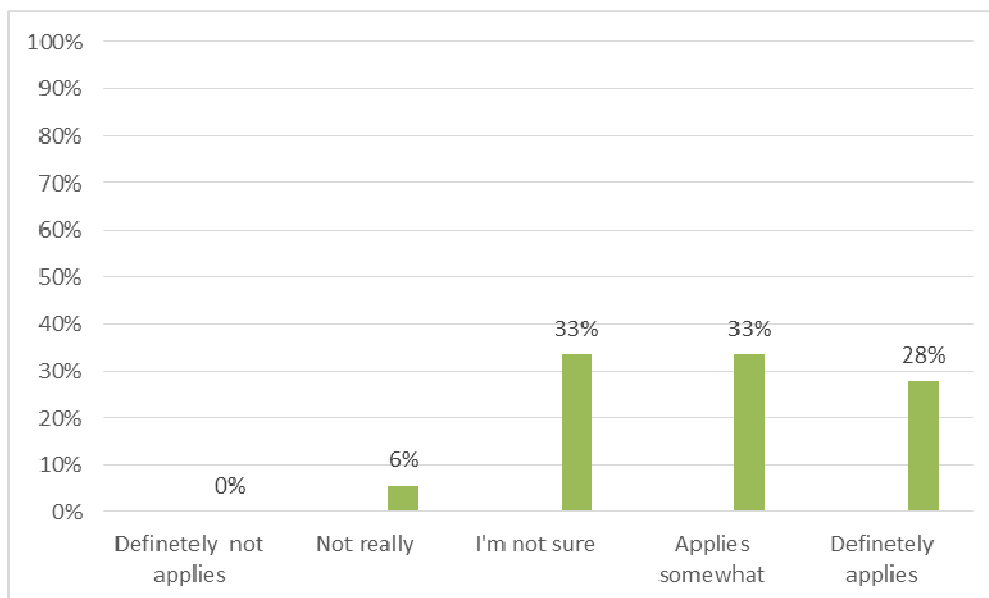


**Figure 11 "Statement 10 Students` Survey"**



As it is observed in Figure 11, almost a third of the students from First and Second Bacculaureate demonstrated through their responses that they feel confident when interacting with their teachers (31%). Almost a similar number of students claimed that they definitely feel confident when interacting with their teacher”. None of the students from First Bacculaureate stated the contrary on this respect. These results could be interpreted that students` confidence does rely on their teacher. It could be argued that the teacher has reached a good level of rapport with this group.

**Statement 11: “My teacher is aware of the effort I am putting into this class.**



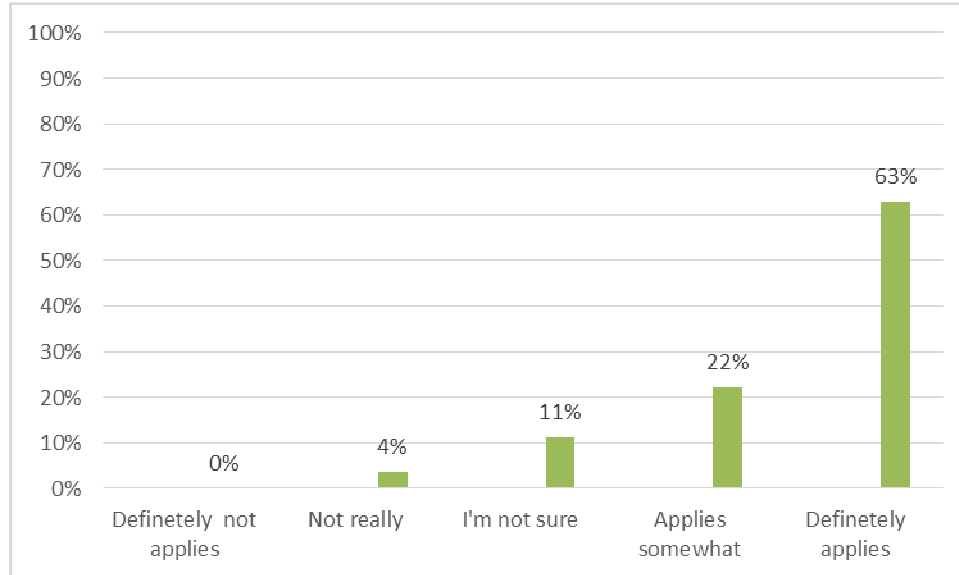
**Figure 12" Statement 11 Students` Survey"**

Almost a third of the students from First and Second Bacculaureate levels believe that their teacher is totally aware of the effort they put into their Language Arts class since they chose the option “definitely applies” in a 28%, followed by a 33% of students’ responses who chose the item “definitely applies”. None of the students believed the contrary. This response is a positive signal and hence we can infer that rapport has been established between the teacher and the students.

Nevertheless, almost a third (33%) of the sample surveyed demonstrated to be unsure in believe that their teacher is aware of their efforts. This result

could lead us to infer that the students might not have been receiving enough encouragement to succeed that should be provided by the teacher.

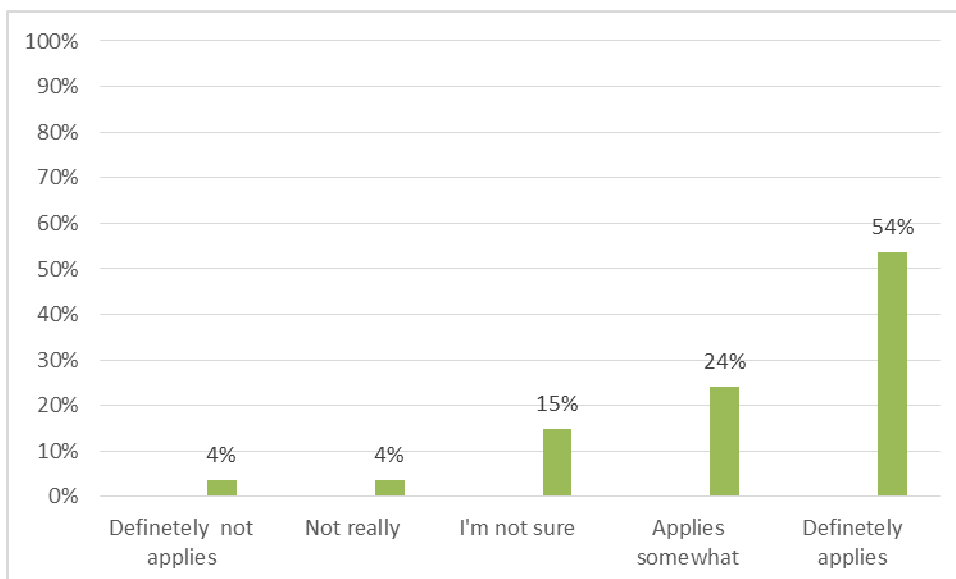
**Statement 12: “My teacher makes the class enjoyable.”**



**Figure 13 "Statement 12 Students`Survey"**

As it can be observed in Figure, the majority of students from both First and Second Baccalaureate courses stated that their teacher makes the class enjoyable. None of the students believed the contrary; therefore, these results are congruent with the assumption that their Language Arts teacher does an outstanding performance in class.

**Statement 13: “I really like to come to class”.**

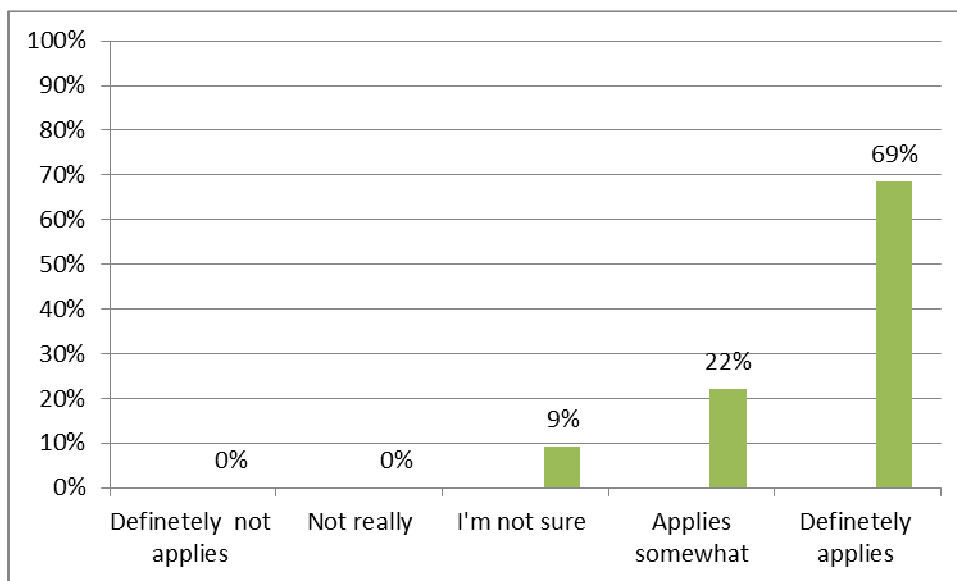


**Figure 14 "Statement 13 Students`Survey"**

More than half of students from both levels pointed out that they really enjoy coming to class. Similarly, a 24% of students stated the same attitude by choosing the option “applies somewhat”. These results can be aligned with Walsh (1996) who declares the following “By creating a friendly but focused learning experience, it is likely that students will want to be in the instructor’s company and, accordingly, will want to come to class. Subsequently, it is apt that students will strive to work harder in order to eventually excel with the material and succeed in the class” (Walsh 1996).

However, there are very few students who actually declared the contrary. These students claim saying that they do not enjoy coming to class. Such attitude could be attributed to individual differences of pupils and denotes a lack of motivation.

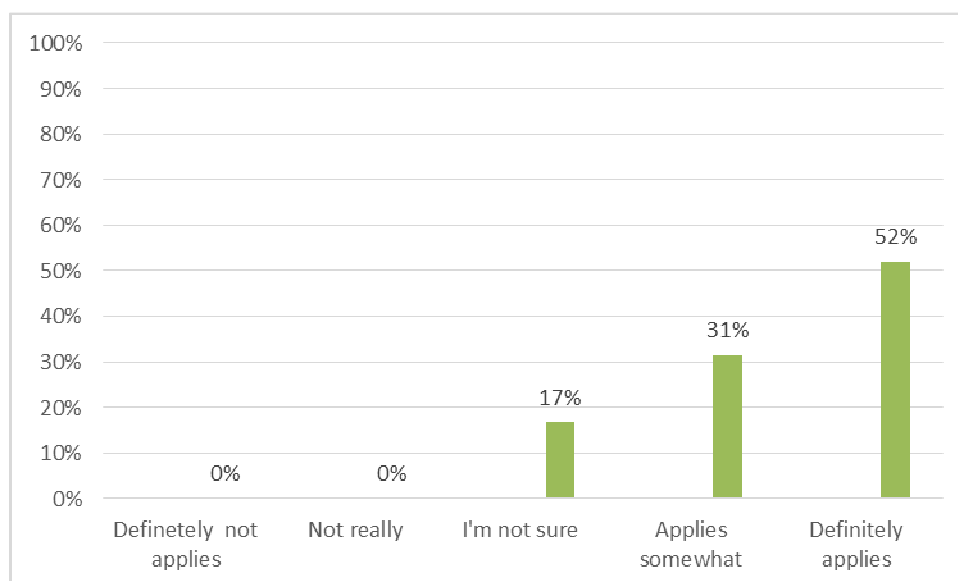
**Statement 14: “My teacher is a role model”.**



**Figure 15 "Statement 14 Students`Survey"**

Both groups from First and Second Baccalaureate students regard their teacher as a role model, since they stated their opinion by choosing the option “definitely applies” with results of a 69%.. None of them declared the opposite. It can be inferred again due to these results that the teacher has positively established rapport with their students to the point that they consider her to be a role model.

### Statement 15: “My teacher cares about me.”



**Figure 16 Statement 15 Students`Survey"**

As it is observed in Figure 16, more than the half of sample surveyed declared that they feel that their teacher cares about them.. Upon these results, it can be inferred that their teacher is taking actions with the students to the point that they feel that she cares about them. When teachers take actions “it will help students feel that their teacher cares about them, encourage them to become motivated to do their best work, and think of their teacher in highly positive ways”. (Saville & Buskit, 2001)

#### **2.3.2. Results of students’ observations**

The first observation took place on August 1<sup>st</sup>, from 8:35 to 9:55 with the Students from First Baccaalaureate. The second observation took place on August 3<sup>rd</sup>. The instrument used for these observations were a set of observational checklists. The objective of these observational checklists aimed to find out whether students show motivation during their EFL classroom.

In both classes observed, the students didn`t greet the teacher before the class. In both cases, students came from other courses. They came in and

sat down in their seats. In both First and Second Bacculaureate classes students followed their teacher`s instruction quite regularly such as opening their books, reading the correct answers from their books. In general, students followed their teacher`s instructions thoroughly.

Students from Second Bacculaureate showed empathy with the teacher by smiling, specifically the ones who sat in the first row. On the other hand, students from First Bacculaureate did not smile frequently. They rather remained focused on keeping track of the instructions provided by the teacher. Students` active participation was evident in both classes. In the class from First Bacculaureate students, their participation was due to the teacher who would pick certain students to provide the correct answers, whilst in the class from Second Bacculaureate course the interaction happened by both, students` initiative and the teachers` selection

. Despite the aforementioned indicators of rapport and motivation evidenced from the students, in both class observations there were no opportunities to observe a spontaneous approach from the students to the teacher. However, it was the teacher who approached to them when students asked for clarification about the activities that they were working on.

Students from First and Second Bacculaureate seemed to be engaged with all of the activities that were taking place during the classes being observed, however, there were certain students who were not paying attention to the class. Furthermore, it can be argued that they showed motivation especially because the teacher tried all the time to use appealing examples and relevant questions to the students` interest. For example, students from Second Bacculaureate showed outstanding motivation specifically when the teacher asked them about their future plans.

During both classes observed, students also made eye contact with their teacher. Students from First Bacculaureate gazed their teacher attentively whenever she was speaking to explain something new to the class. Students from Second Bacculaureate also made eye contact when she asked them to complete orally the sentences they were working on.

Moreover, students from Second Baccaulaureate course demonstrated to openly state their opinions during the lesson. However, there were not chances to observe this behavior within the First Baccaulaureate class. Furthermore, certain students from both groups observed were able to make comments in the classroom with ease. For example, some students from Second Baccaulaureate course showed excitement when they were asked to state their opinions about their future plans and things they would like to learn. Finally, students from both Baccaulaureate levels demonstrated to openly ask for clarifications during the lesson. For instance, one student asked for clarification at the moment of the pop-quiz that was taking place.

### **2.3.3. Results of students' focus group**

#### **Question 1 Interpretation**

#### **Teacher's knowledge and cultural background in other areas enhances the learning of English.**

In question 1, most of the students argue that they really enjoy that their teacher's knowledge about other areas like Ecuadorian culture, Technology, Medicine makes them feel connected with her lessons. They said for example that they like the fact that she knows about things that are not very common to be found in an English teacher; they really appreciated that she shares information about topics that were important to them but that they even did not know before. For example, things about Ecuador that they, as Ecuadorians, ignored. This suggests that teacher's cultural background can be an asset in the classroom and if teachers used that knowledge consciously in their daily lessons, they would make students connect with them as persons and their students' interest in their subjects considerably would increase. Overall, students showed enthusiasm while providing these answers to these questions which denoted their motivation. Additionally, some student asserted that teacher's coaching during the lesson for them to succeed is something that they really appreciate and find it useful to their learning.

## **Question 2 Interpretation**

### **Mixed feelings towards the lesson.**

Students' answers about how they felt during the English classes evoked mixed feelings. For instance, they stated that the class became tiring especially on days in which it lasted three hours or because of the fact that they did many activities during the lesson. However, teacher's ability to make her lessons dynamic and entertaining reduced the tediousness provoked by the length of the class. This reveals that their liking and enjoyment of the class is not directly affected by the length of the lesson. Also, the switching from one activity to another quite quickly by the teacher contributed to tediousness in some ways, they said, but they liked her classes; they felt relaxed, they felt good, they felt they are learning. It is important to remark that the teacher's ability to make her classes' dynamic and an entertaining delivery of the lessons had a more positive than negative influence on students' attitude toward learning English.

## **Question 3 interpretation**

### **Teacher's reinforcement and caring about her students' learning.**

On the question about what the teacher does when students find hard to learn something, all the students have certainly perceived that their teacher really cares about everyone's learning. Students' responses reveal that they really know that their teacher wants them to learn and that it is really important to her due to all the actions she takes during the learning process. For example, when something is hard for them to learn, they affirm that she constantly reinforces; even she repeats the lesson if necessary. Students embrace the fact that she explicitly asks them if things are clear and most importantly they said that she clearly perceives when things are not clear and she takes immediate actions. It can be argued that the teacher certainly demonstrates to make accurate judgments about students learning which result in students' perception of her caring about them.

### **Teacher's ability to explain difficult topics.**

Additionally, she has the ability to explain difficult things to students by tapping into students' contribution to the class. For instance, she asks students to do actions to show meaning of something hard to learn by the class, so she helps everyone to understand. Even students think that in that way, they will be able to recall the topics as they think it is by doing an action that they make sense of things hard to learn.

#### **Question 4 interpretation**

##### **Encouragement of students' intrinsic motivation.**

In this question students were asked about what their teacher did to make them want to learn English. They argued that not only the tasks provided by the teacher during the lessons but also her background knowledge contributed to their motivation to learn the target language. According to their responses, it can be assumed that classroom activities have a highly positive influence on their intrinsic motivation. To illustrate, they said that the content knowledge discussed and studied during the lessons might enrich their understanding of other cultures and they really liked that. Even, they agreed on the fact that their teacher's sharing of her background knowledge and learning English as a foreign language might lead them to succeed in interacting with English speaking cultures as they will be able to share knowledge and gain knowledge and thereby promoting development. They find this highly motivating since these opportunities will help them in their career and life development.

#### **Question 5 interpretation**

##### **Teacher's approach based on TPR strategies and her background knowledge.**

According to the students' responses, their teacher's approach involves the constant use of TPR strategies which make her classes dynamic, enjoyable, memorable and meaningful to them. Usually, she makes them do actions for students to see them and understand meaning, or she relates the language studied to real life topics which in the students' opinion make them really understand and recall what has been taught. They certainly like that approach and make them feel that they are learning, they said. Therefore,



her strategies seem to be effective. Additionally, they like the pop quizzes their teacher gives them. These short quizzes are related to recently studied topics which seek for students to self-assess their progress. They enjoy the fact that they feel relaxed about these quizzes as they are not graded but they work with peers and assess each other's quiz performance. In this way they can see what is not clear, what is confusing, what needs to be reinforced, and they really like that. It is extremely useful, they claimed. It can be argued that the teacher's approach seeks for her students feel comfortable during the lessons and develop self-efficacy which is something that will be very useful for students inside and outside the classrooms. She encourages confidence in her students and as a consequence they feel motivated about learning; they feel they are learning and that is motivating. Last, but not least, the fact that the teacher constantly shares her background knowledge with her students has made the students admire that and they have found it very valuable contribution to language and vocabulary studied in the lessons as their teacher is very skillful in connecting such knowledge with what she is teaching to them. This, they asserted, is wonderful; it makes them want to know more about other areas, which they find really interesting. Consequently, the teacher's background knowledge is certainly an asset to her classes, as mentioned before, and she uses it precisely during her lessons. Finally, it can be claimed that students like their teacher's lessons, not only for the attractive strategies implemented by her, but also because they like the fact that she is a knowledgeable person, being this an admirable quality of their teacher, and a quality that has a positive influence in their motivation to be taught by her.

#### **2.3.4. Results of teacher's interview**

For the purpose of this case study, an interview was made to the main character of this piece of research. Irina Chilina de Valle is a Language Arts teacher at Unidad Educativa Mariscal Sucre. She dictates the Advanced Levels from 10<sup>th</sup> to 3<sup>rd</sup> Baccalaureate courses which are also trained to be able to take the Cambridge International Examinations.

During the interview, she was asked how she met her students` needs. She said that first she had to identify their interests, preferences, necessities and possibilities according to their age. Furthermore, she mentioned that she always had to investigate about their background with former teachers and with the schools `counselors. The most important thing for her was to identify the way the students learn.

Regarding her perceptions about the relationship with her students, the teacher believes to have good relationship with them. She claims that her students trust her and they come to their class relieved because they know they can ask her things at any time. The teacher mentions that she tries to develop her class with humor since she knows that it will make the class pleasant for the students. The activities that the teacher does to establish the relationship she has with her students are related to their needs. She intends to implement a personal approach with all of her students.

With respect to the importance of building up rapport in her daily practice, she considers that if she doesn`t have it with her students, she simply could not teach them. She believes that due to her students` age, there is always vulnerability in their relationship, so teenagers should receive the adequate company from the surrounding adults when they require it.

The teacher was asked about the signals and behaviors that made her realize that her students were motivated during her classes. She mentioned that her students made eye contact with her. That was a sign that she could perceive from the whole class. She further claimed saying that when she speaks everybody looks at her, listens to her and does what they are asked to do. In short, her students follow her instructions thoroughly. Also, she expressed that she always tries to provide information that is interesting for their age in order to increase their motivation. Moreover, she explained that she gives the chance for students to ask questions deliberately. In that way when students openly ask her questions of any type, she believes that it is a sign of students` motivation in the class.

The teacher was asked about the activities and processes that she conducts to foster motivation in her classes. She argued that by giving them the chance to create something on their own is something that the students find highly motivating. She provided an example within a reading task in which they will have to construct an extract of the story in groups and further complete it with their own words. She also depicted the same by explaining an example of cooperative writing. The teacher emphasized that the competition element was what made the activity motivating.

Also, the teacher was asked about importance of knowing her students beyond the learning environment. The teacher answered that it was important for her to know about her students. She keeps track of her students by observing them inside and outside the classroom. By asking them one to one questions, she says that she tries to establish a personal approach to her students. She intends to be involved with her students' lives by asking them in and outside the classroom how they are doing. She has even noticed that some of her students openly ask her opinion about the things they are doing or ask for advice. However, she claims that teenagers are not open about their lives and decisions but as teacher she argues that we need to try to be close to that.

### **2.3.5. Results of teacher's observations (1 and 2)**

The first observation took place on August 1<sup>st</sup>, 2017 from 8:35 to 9:55 with the students of 1<sup>st</sup> Bacculaureate. The second observation took place on August the 2<sup>nd</sup>, 2017 from 8:35 to 9:55 with the students of 2<sup>nd</sup> Bacculaureate. The instrument used for these observations were observational checklists which helped to gather the information required to find out how effectively the teacher established rapport while providing the lesson.

In both groups the teacher arrived early even before the class started and she was also able to acknowledge all of her students by their names. During both classes the teacher was able to depict examples that were appealing to the students' interest. Furthermore, there was a point during the lesson in

which she would reward students' comments with positive verbal praises. In both cases, the common praising phrases were "very good", "very nice", "good" and "of course". This is one of the main characteristic that a teacher should bear in mind when establishing rapport with their students.

Due to her tone of voice and constant monitoring observed during both classes, it can be argued that the teacher shows enthusiasm and passion when providing instruction. Furthermore, during the lesson provided to 1<sup>st</sup> Baccaalaureate students, there were no opportunities to observe follow up comments made by the teacher after her students contributions. However, this was possible to observe during the 2<sup>nd</sup> Baccaalaureate class. The teacher, in this case, also used praising words such as "very nice" and "good" after students' contributions to the class.

In both classes with the two different groups, the teacher showed herself comfortable, amiable and humble. She even kept calm when she noticed that one of her 2<sup>nd</sup> Baccaalaureate student hadn't brought his book. Furthermore, she regularly smiled and kept eye contact with most of her students every time they were asked to participate in class.

Luckily, the teacher showed impartiality during the class according to what was observed in the 1<sup>st</sup> Baccaalaureate class, she gave the same treatment to all her students. Likewise, despite the fact that she had to scold some of the students during the class with the 2<sup>nd</sup> Baccaalaureate course, she remained calm.

Most of the time, during both classes, the teacher constantly promoted students' active participation. For instance, she would use the questioning technique and students openly participated. Moreover, the teacher occasionally made jokes and personal comments frequently so that students react with ease. Finally, it could be observed in both groups that the teacher considered her students' needs and took the relevant actions to help their students with what they were struggling. For instance she approached to a shy girl in order to listen to her since the teacher knew that she wouldn't speak out loud.

## CONCLUSIONS

- Based on the information obtained, it can be concluded that the research into the teacher-learner rapport impact on EFL learners' motivation has been successful because it has answered the research questions posited at the beginning of the research process.
- It was possible to observe and to analyze, due to the information gathered, that students showed behaviors which can be interpreted as being highly motivated during their EFL classes.
- It can be asserted that not only the teacher's ability to build up rapport with her students has an influence over her students' motivation, but also the effectiveness of her teaching strategies and the fact that she is a knowledgeable person.
- The teacher's background knowledge on different areas of study and cultures was mentioned repeatedly as a variable that considerably contributed to the students' motivation to learn English and as something admirable to the point that they increase their knowledge about those areas and about other cultures. This is remarkably important as she is not only having an impact on students learning a foreign language but also she is influencing their desire to grow as persons and professionally.
- As a conclusion, it was found that there is an ongoing rapport between the teacher and her students from First and Second Bacculaureate course which contributes to their motivation during the class, enhanced also by the teacher's characteristics and the nature of the methodology she imparts.

## RECOMMENDATIONS

- Educators should regard rapport as an asset in the classroom since it is as important as other resources they can make use of to enhance instruction. Teachers should work on building rapport daily to foster students' active participation and therefore to have an influence in their motivation in any classroom setting.
- It should be recommended for all teachers to be reflective about such important aspect of teaching, as it is rapport, and implement strategies that help them build rapport in their classroom. Building rapport in the classrooms can have a positive impact in classroom management for it can assist teachers to deal with adolescents' disruptive behavior.
- The importance of rapport in the classroom and its advantages, in any learning setting, should be explored by teachers and researchers more frequently.
- It is recommended for further educational researchers to explore students' perspectives on their teachers' performance and their ability to build rapport in the classrooms in qualitative studies because little research about this aspect has been found in our national context.
- It should be recommendable for teachers to find a teaching role model within their learning settings that can guide them through the process of establishing rapport. This teacher's role model should be observable, eager to help other colleagues and passionate about teaching.

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# **APPENDIX**

## Teacher-Learner Rapport Impact on EFL Learners' Motivation at Unidad Educativa Mariscal Sucre

### Questionnaire

Date of Interview:

Time of interview:

**Setting:** *Unidad Educativa Mariscal Sucre*

**Interviewee:** *Teacher Miss Irina Chilina de Valle*

**Interviewer:** *Andrea Muñoz Fajardo*

### Questions

- 1) How do you perceive your relationship with your First and Second Baccalaureate students?
- 2) In what ways do you establish a good relationship with your students?
- 3) How important is it for you to build rapport in your daily teaching practice?
- 4) How can you tell that your students are motivated during your classes?
- 5) How do you foster motivation in your students to learn English?
- 6) How can you say you know your students beyond the learning environment?
- 7) What do you do in order to meet your students' needs in the classroom?

### VALIDATION CONSENT FORM

I have read and proceed to give the corresponding feedback about the content of this instrument.

Signed: ..... (Teacher)

Date: .....

Thank you for your help in my study. If you have any further questions, please email me.

**Teacher-Learner Rapport Impact on EFL Learners' Motivation at Unidad  
Educativa Mariscal Sucre**

**Setting:** Unidad Educativa Mariscal Sucre.

**Participants:** First and Second Baccalaureate Students

**Date of interview:**

**Entrevista Grupal**

1. Qué cosas te agradan de tu maestra de Language Arts durante su clase?
2. Cómo te sientes durante tus clases de Inglés?
3. Qué hace tu maestra cuando encuentras dificultades al momento de aprender algo nuevo en la clase?
4. Menciona alguna de las cosas o actividades que tu maestra realiza y que te hacen realmente querer aprender Inglés?
5. De qué manera estas estrategias son efectivas para motivarte a aprender Inglés?

## Teacher-Learner Rapport Impact on EFL Learners` Motivation at Unidad Educativa Mariscal Sucre.

**Lugar:** Unidad Educativa Mariscal Sucre.

**Participantes:** First and Second Bacaulareatte Students.

| Información General  |                                     |
|--|-------------------------------------|
| <b>Edad:</b> _____   | <b>Género:</b> Femenino / Masculino |
| <b>Curso:</b> Primero de Bachillerato /Segundo de Bachillerato |                                     |

Por favor reflexiona en el grado al cual cada una de los siguientes enunciados aplica actualmente en tu relación con tu maestra durante las clases de Lengua Extranjera. Usando la escala superior, encierre el número apropiado por cada ítem.

| Definitivamente<br>no aplica | No Realmente | Neutral / No<br>estoy seguro | Aplica en cierto<br>grado | Definitivamente<br>aplica |
|------------------------------|--------------|------------------------------|---------------------------|---------------------------|
| 1                            | 2            | 3                            | 4                         | 5                         |

|   |  |   |   |   |   |   |
|---|--|---|---|---|---|---|
| 1 | Mi maestra usualmente me llama por mi nombre | 1 | 2 | 3 | 4 | 5 |
| 2 | Mi maestra elogia mis esfuerzos.             | 1 | 2 | 3 | 4 | 5 |
| 3 | Comparto una Buena relación con mi maestra.  | 1 | 2 | 3 | 4 | 5 |

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 4  | Valoro la relación que tengo con mi maestra.                       | 1 | 2 | 3 | 4 | 5 |
| 5  | Me lastima o me avergüenza cuando mi maestra corrige mis errores.  | 1 | 2 | 3 | 4 | 5 |
| 6  | Comparto de manera espontánea información personal con mi maestra. | 1 | 2 | 3 | 4 | 5 |
| 7  | Me enoja fácilmente con mi maestra.                                | 1 | 2 | 3 | 4 | 5 |
| 8  | Siento que mi maestro me trata de manera justa.                    | 1 | 2 | 3 | 4 | 5 |
| 9  | Es fácil para mi maestra estar en sincronía con mis sentimientos.  | 1 | 2 | 3 | 4 | 5 |
| 10 | Mi interacción con mi maestra me hace sentir seguro de mí mismo.   | 1 | 2 | 3 | 4 | 5 |
| 11 | Mi maestro está consciente del esfuerzo que pongo en la clase.     | 1 | 2 | 3 | 4 | 5 |
| 12 | Mi maestra hace la clase agradable.                                | 1 | 2 | 3 | 4 | 5 |

|    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| 13 | Realmente me gusta asistir a la clase de inglés. | 1 | 2 | 3 | 4 | 5 |
| 14 | Mi maestra es un modelo a seguir.                | 1 | 2 | 3 | 4 | 5 |
| 15 | Mi maestra se preocupa por mí.                   | 1 | 2 | 3 | 4 | 5 |

**Teacher-Learner Rapport Impact on EFL Learners' Motivation at Unidad Educativa  
Mariscal Sucre**

**Observational Checklist**

**Date of observation:**

**Time of observation:**

**Setting:** *Unidad Educativa Mariscal Sucre*

**Course:** \_\_\_\_\_

**People being observed:** *Students from First and Second Baccaureate* **Observer:**  
*Andrea Muñoz Fajardo.*

|    | Statement   | Yes | No | Observation Notes |
|----|---|-----|----|-------------------|
| 1  | Students greet the teacher even before the class starts.            | Yes | No |                   |
| 2  | The students follow the teacher instructions regularly.             | Yes | No |                   |
| 3  | The students show empathy with the teacher by smiling.              | Yes | No |                   |
| 4  | The students participate actively during the lesson.                | Yes | No |                   |
| 5  | The students approach the teacher regularly.                        | Yes | No |                   |
| 6  | Most of the students seem to be engaged with all of the activities. | Yes | No |                   |
| 7  | The students intend to make eye contact with the teacher.           | Yes | No |                   |
| 8  | Students state their opinions openly during the lesson.             | Yes | No |                   |
| 9  | Students make comments in the classroom with ease.                  | Yes | No |                   |
| 10 | The students openly ask for clarifications during the lesson.       | Yes | No |                   |

**Reflective notes:**

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## Teacher-Learner Rapport Impact on EFL Learners` Motivation at Unidad Educativa

### Mariscal Sucre

### Observational Checklist

**Date of observation:**

**Time of observation:**

**Setting:** *Unidad Educativa Mariscal Sucre*

**Course:** \_\_\_\_\_

**Person being observed:** *Miss Irina Chilina de Valle*

**Observer:** *Andrea Muñoz Fajardo*

**Description of observation**

**activity;** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

|   | Indicators   |     |    | Observation notes |
|---|--|-----|----|-------------------|
| 1 | The teacher arrives early before the class period starts.                          | Yes | No |                   |
| 2 | The teacher acknowledges her students by their names.                              | Yes | No |                   |
| 3 | The teacher uses examples in the class that appeals students' interests.           | Yes | No |                   |
| 4 | The teacher rewards students' comments and questions with positive verbal praises. | Yes | No |                   |
| 5 | The teacher shows enthusiasm and passion when providing instruction.               | Yes | No |                   |
| 6 | The teacher makes follow up comments after students' contribution to the class.    | Yes | No |                   |
| 7 | The teacher shows herself comfortable and tends to smile regularly.                | Yes | No |                   |

|    |  |     |    |  |
|----|--|-----|----|--|
| 8  | The teacher shows herself amiable, and humble.                   | Yes | No |  |
| 9  | The teacher intends to make eye contact with each student.       | Yes | No |  |
| 10 | The teacher shows impartiality during the classroom.             | Yes | No |  |
| 11 | The teacher constantly promotes students' active participation.  | Yes | No |  |
| 12 | The teacher occasionally makes jokes or makes personal comments. | Yes | No |  |
| 13 | The teacher considers the students' needs.                       | Yes | No |  |

**Reflective notes:**

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## Transcripts

### Teacher`s Interview

**1) What do you do in order to meet your students' needs in the classroom?**

By identifying their needs, their interests, preferences, necessities and possibilities. According to their age. In my case they are teenagers, so I need to investigate their background from other information that people such as psychologists counselors. If you want to have an efficient class you have to find out the way they learn. That's the most important aspect since it will define my way of teaching.

**2) How do you perceive your student-teacher relationship with your First and Second Baccalaureate students? Explain.**

There is a difference. This is a level of maturity that is completely different from the second Bach. 1<sup>st</sup> Bach is a transitional period from primary to high school. They need more guidance they need to focus their span of attention in first is rather short. They are unable to express their opinions.

Their interest is not defined yet. However, the second bach have already defined their interests.

I think I have a good relationship with them. They trust me. They feel relieved because they can ask me anytime. They feel that their classroom environment with humor is pleasant for them. Before my class they have math class so they come relieved. I try my students to chat up before the introduction. Related to the topic but developing thinking skills is highly developed because of their books.

For me, adapting, their material to their situation. Making the life a language taking examples from the real time situations.

**3) In what ways do you establish a relationship with your students? Explain the activities and the processes that you apply in order to build a relationship with the pupils.**

If I know that they like and dislike. I try to be close to them according to their needs. I can do it all the time with everybody. I try to identify their, personal needs. It's kind of a personal approach their needs. Because they are ashamed It's like a typical teenagers' needs. They are scared, they don't feel like self- steem. They need extra motivation.

**So in that way you try to build a relationship with your students, by identifying their needs, by doing what they actually require in the classroom?**

To fulfill their necessities.

Yes as what you did in the classroom by checking up what a girl wanted to hear so you approached to her.

Yes and another one needs to build self-esteem, another one feels insecure, another one needs extra support, strong motivation. Another one needs help to work with the dictionary because he like to work with the dictionary, that is wonderful but he doesn't know so I have to give him instructions.

**4) Why is it important for you to build rapport in your daily teaching practice?**

If you don't have rapport, if you don't have that a confidence and trust with the students, you cannot teach them. They must feel that all the time there is somebody that accompanies them. For teenagers company and that is you know in the moment in that they need they have the help. That is the most important thing for them. Nevertheless, teenagers always try to be isolated in their world, but when they request help, it must be very close to them. So the adults in this case the teacher must be close to meet their needs.

**5) What are some of the signs and behaviours that lead you to believe that your students are motivated during your classes? Explain your answer.**

There are many signs for example, like the girl I told you about (that she was afraid of the level of difficulty of the class) that now she feels more comfortable, she can ask questions, she is improving and that helps her.

But as a whole class, how do you know if they are motivated?

While I am telling explaining something for example, I feel and I see, because it's an evidence that I can catch that, they are paying 100% of attention to what I am explaining. When I am explaining, nobody is talking, nobody is moving. They just grasp what I am saying and not because I am saying stop talking. I just catch them.

Yes, I noticed that, because whenever they hear your speaking out loud. They stop what they are doing and try to pay attention to you.

I think that that is the most important characteristic of the good teacher. Maybe it's only for 10 minutes, you have them completely .They are in my possessions. When I grasp them in my possessions, there is a way, I can explain not always with the 100% percent of the class they follow me. That is what we called class management. I f you don't have class management, it's very difficult that students would follow and would learn. They must be with you on the same page.

**So you see that they are motivated when they hear you speaking, they listen to you. They are making eye contact with you, they stop what they are doing.so that is the way that you see how they are motivated. Right?**

Of course, by their reaction. If I say do this they will be doing, And I do this deliberately when I want to check their span of attention. Yes I tell them open your book. Then after five minutes I tell them Go to your notebook. And do this and that. They follow instructions. They are not only following instruction. They follow me. Not only to what I am saying. If I ask them to read they read, if I ask them to write, they write.

**How do you see motivation shown in another way...**

Well that's what I told you. I'm always providing them extra information that I think it is interesting for them. Because teenagers are curious, they want know something else. And I also permit them to have questions. They can ask any question, even if it is not related to the class. I tell them,

Do you have any questions? I don't care Even if it is a foolish question, maybe it is wrong, I tell them never mind,. That is why you are in the class, to use it. Because, where else, I f you could do all the questions correctly. Why do you come to school? You come to school make a mistake, learn what is the correct one.

**6) How do you foster motivation in your students to learn English? Give examples of activities and processes that you conduct during the class to achieve this goal.**

For example in their reading class. It's easy to motivate them, but it's difficult at the same time because reading is not their most beloved activity. Not all the students like to read, but if you are going to tell them some kind of engaging story, For example once we were practicing like that. One would start the story, and you would have to write the ending, the continuation, In this way they have to read it because they need to continue and finish it with their own plot, their own setting.

**So you would say that by giving them the chance to create something on their own.**

Yes to be creative. And for example for writing, there is another activity called cooperative writing. When you are reading a story very quickly, then you read the story slowly, they form group of five people, and you would ask them, to try to remember one part of the story. "You (me) remember sentence 1 another sentence 2 you remember sentence number 5. Now come together, now write the story". So it is a very complex exercise. It's cooperative learning and cooperative writing. Not everybody likes to write. The most important thing about it is that they cooperate with each other,

**7) Do you think that it is important to know your students beyond the learning environment? (How do you get to know your students beyond the learning environment?)**

Of course and that's why I am always observing them inside and outside the classroom in the of the recess when they have extra curricular

activities or just asking them questions like today I was asking or yesterday you were asking what happened you know how to know the same one is sitting like that, they have a headache, so you have like personal approach.. in and outside the class sometimes I saw them running outdoors. So why are you running? what are you doing?, so I'm just trying to be in some ways a little bit involved in their lives and I know that they won't open the door to us but anyway we need to try. And they are responding and that's good they come to ask miss what do you think I like that they are asking for information, for advice, so they come and say Miss do you think I can do this or that, or example about things that are not related to my class at all. They are consulting and asking..if you don't ask them they won't tell you things.

## Focus Group Transcript

### First and Second Baccalaureate

Date August 4th, 2017

9:00 am

#### **1 Qué cosas te agradan de tu maestro de Language Arts durante sus clases?.**

**Student 1:** Me gusta que la miss sabe bastante sobre diversos temas ,y osea hace una pregunta y si nosotros no la sabemos, ella nos la dice y aprendemos bastante de cosas que no tienen que ver con la materia pero son importantes que nosotros la sepamos,

**Student 2:** Bueno , en parte eso y en parte de que siempre da tiempo para que todos participen en la clase, que todos den su ejemplo o puedan responder la pregunta que ella hace, no es que ella escoge a ciertas personas sino que ella escoge a todos, para que hagan el mismo ejercicio.

**Student 3:** Si en parte lo que ellos dijeron. Ella además de dar la clase no solo se concentra en el tema si no que da cierta información o datos que debería ser de cultura general y si, que nos da a todos la oportunidad de participar, en clases todos participamos. Ella, cuando uno no puede llegar a una respuesta como que te ayuda.

**Student 4:** Que también nos hace hacer ciertas dinámicas para que la clase no sea como que tan aburrida, nos da también cultura general que es muy bueno, hasta cosas de nuestro mismo país que no sabemos y como dice Isabel también nos ayuda cuando no sabemos algo nos da una mano, y hace todo muy interesante.

**Student 5:** Osea la miss es cierto que sabe bastante, también, es como que a veces nos dice por ejemplo estábamos hablando de un tema en específico de tecnología que también es parte de Ingles, ella nos daba los significados en ingles de it, usb y nosotros nos quedábamos como wow la miss es miss



de informática o miss de Ingles? La miss sabe bastante, de medicina, osea la miss tiene bastante conocimiento en todos los campos

## **2 Cómo te sientes durante tus clases de inglés?**

**Student 2:** No me gusta que sea de dos horas o mucho tiempo pero la clase en sí me entretiene, no es muy pesada, no es muy aburrida es como que entretenido, pero ya así cuando son 2 horas o 3 horas se hace pesada.

**Student 3:** Me siento bastante tranquila. No es muy tediosa la clase. Solo los miércoles que es otra vez Inglés. Pero normalmente estoy tranquila, relajada, ya que la clase no es pesada y todas las dinámicas que ella hace lo hace más entretenida.

**Student 4:** Me siento muy bien porque aparte que la miss y con mis compañeros de otros cursos estamos con la miss, aprendo más y me hace interactuar y aprendo cosas que no se

**Student 5:** A mí a veces si se me hace algo tedioso la clase de ingles porque la miss también avanza rápido. Por ejemplo termina, una vez que terminamos grammar, de una vez vamos a Word recall , y luego de Word recall vamos a writing, vamos a speaking. Osea avanza rápido también, entonces si se vuelve a veces algo tedioso. Por ejemplo, los miércoles que tenemos 3 horas, las 2 primeras horas las usamos en grammar Word recall, luego llega y así corriendo, corriendo. Y en parte si es entretenido como dijo Laura.

**Student 1:** Estoy de acuerdo con mis compañeros, a veces hacemos muchas cosas muy rápido, a veces hacemos algo en el student's book y luego trabajamos en el workbook luego tenemos que sacar el notebook, luego otra vez el student's book, y asi es un poco pesado pero igual si me gusta

## **3 Que hace tu maestra cuando encuentras dificultades en aprender algo nuevo en la clase?**

**Student 1:** Que ella siempre nos pregunta si entendemos, si tenemos alguna duda, alguna pregunta siempre, siempre .Y en caso de tener una

duda, ella nos explica hasta que entendamos o hasta que le digamos que está claro todo.

**Student 2:** Eh si, yo me he dado cuenta que cuando la miss ve que la mayor parte del grupo no entiende algún tema. Lo que ella hace es que a la siguiente clase ella refuerza el tema o les pregunta a los estudiantes sobre el tema para confirmar si es que están entendiendo bien. Y eso me parece bien osea que refuerce los temas que no podemos entender fácilmente.

**Student 3:** Además de reforzar cosas que la mayoría no ha entendido. Es... a veces pone grafico algo que no hayamos entendido. Por ejemplo una palabra que no entendamos su significado y como interpretarla y todo eso, puede. Por ejemplo en la parte de la clase de ayer miércoles en la parte de las instrucciones, no hizo dar un ejemplo, alguien se paró y siguió las instrucciones. Entonces eso sí creo que se nos queda grabado, y nos ayuda a comprender mejor el tema, a recordarlo.

**Entrevistador:** Entonces ejemplifica muy bien un contenido teórico lo hace práctico...

**Student 4:** Así como dijo Isabel que la miss hace que nuestros compañeros hagan como que las acciones para que se nos quede, lo relaciona un poco con la vida real, entonces como que es más fácil para nosotros y si no entendemos algo digamos que tenemos una lección y se nos hace difícil aprendernos, ella nos da como que unos consejos para seguir mejorando

**Student 5:** Estoy de acuerdo con Sebastián, que cuando la miss ve que la mayor parte no entiende algo, vuelve a hacer énfasis en esa clase y la clase que sigue. Si en un miércoles no entendemos, el jueves vuelve a dar lo mismo. Y siempre nos recuerda los pasos que debemos seguir los pasos, como escribirlo, repetirlo y así practicar, más bien practicar para que no se nos olvide

**Entrevistador:** Y si a nivel personal ustedes no han entendido algo, es decir ustedes no entendieron pero el resto si entendió... que hacen?

**Student 4:** Yo le pregunto a algún compañero que haya entendido

## **No le preguntan a la miss?**

**Student 4:** Es que la clase sigue...y no es que no de esa confianza, es solo que es más fácil.

## **4 Menciona alguna de las cosas o actividades que tu maestra realiza y que te hacen realmente querer aprender inglés.**

**Student 2:** O sea a mí me gusta aprender inglés, aparte que siempre he querido aprender nuevos idiomas. Pero lo que si me gusta de la clase de miss Irina es que relaciona con ejemplos de la vida real. Por ejemplo como ya dije hace algún rato, ella relaciona lo que explica con otras ramas de la ciencia también por ejemplo cuando trabajamos con el libro a veces contiene fragmentos de otros libros de Literatura, entonces digo wow, esto no lo he aprendido en español pero lo he aprendido en Inglés. Estoy aprendiendo de Literatura en Inglés. Es como que puedo saber más y eso me gusta.

**Student 4:** Por ejemplo como cuando la miss comienza a hablarnos de diferentes temas , eso me hace querer saber más porque aparte que tengo la lengua materna que es el español si llego a ir a otro lado me puedo relacionar con más personas, aprender más culturas.

**Student 5:** Una de las cosas que he notado gracias a las clases de miss Irina es como que los idiomas tienen personalidades distintas, tienen como que... las personas que hablar diferentes idiomas tienen diferentes formas de pensar, entonces cuando yo escucho que la miss irina dice tal frase en español no existe en inglés o que tal frase no existe en español me hace querer aprender más el idioma para poder entender cómo piensa la gente que habla este idioma y comunicarme mejor.

**Student 1:** A mí una de las cosas que me llaman la atención del inglés es la manera como se pronuncia, como se dicen ciertas letras letras, vocales, palabras, y como la miss Irina es excelente pronunciando Inglés... me gusta eh... se acuerdan cuando nos hizo repetir el trabalenguas , eso me encanto porque nos enseñó que la letra p pronuncia como que (sonido p fuerte). Eso

me gusta cómo nos ayuda con la pronunciación nos hace repetir palabras, para que nuestra pronunciación mejore y eso me parece interesante.

**Isabel:** Como mis compañeros dijeron, que ella el hablar de diferentes campos, me hace interesarme más sobre eso, y me permite pensar que el inglés no solo me va a servir a comunicarme con personas que hablan ese idioma sino que me va a ayudar a desenvolverme en otros campos. Si llego a estudiar en otro país, por ejemplo me voy a desenvolver muy bien. Eso realmente me emociona, aprender el idioma para desenvolverme bien.

### **5 De que maneras estas estrategias son efectivas para aprender Inglés?**

**Student 2:** Como la miss Irina habla de diferentes campos como que puede llamar la atención de cualquier persona. Incluso las personas a las que no les gusta mucho los idiomas, si la miss Irina se pone a hablar de cualquier cosa, por decir de medicina a alguien que le guste las ciencias, se puede atraer hacia la clase y ya con lo que está hablando con miss Irina se puede adaptar mejor a la clase en cuanto a lo que se está explicando de Inglés sea de gramática o vocabulario. Y eso es lo que me gusta que pueda atraer a cualquier persona para que se acople y pueda seguir el hilo de la clase.

**Interviewer:** O sea el hecho de que ella tenga un amplio conocimiento de cultura general hace que las personas que no quieren aprender inglés, terminan aprendiendo porque ella lo enseña. O sea es su personalidad tu dirías en este caso lo que te motiva a aprender inglés.

Si

**Student 3:** Me motiva su conocimiento, porque a veces ella habla sobre ciertos campos de los que yo no sé, y me resultan demasiado interesantes que captan mi atención y me hacen crecer más. Puedo llegar hasta mi casa y seguir investigando del tema.

**Student 1:** Son efectivas según yo, porque como dijeron hace un rato nos hace levantarnos para cambiarnos de puesto, o sea son ejemplos que al ser

dinámicos, no se nos borran, los recordamos. Lo mismo con el trabalenguas.

**Student 4:** Yo estoy en un curso de inglés que dura 4 horas por semana y es muy pesado porque son 4 horas seguidas todo el tiempo hablando es muy teórico. Entonces, las clases de la mis Irina es eso, empieza a hablar sobre diferentes temas no solamente de lo teórico que estamos viendo. Empieza a hacer diferentes actividades, todo bastante dinámico donde todo el mundo participa. Eso realmente me motiva, me hace esperar la clase de inglés no se me hace cansado. A mi realmente se me hace cansado aprender Inglés pero con la miss Irina no tanto.

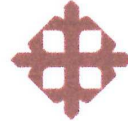
**Student 5:** O sea en referencia al pop quiz, por decir que nos da una clase y así nos toma una lección sorpresa pero no va la nota. Eso es lo bueno es como que es una lección corta y es como que en lo personal a mí me motiva a que no me descuide de ese tema porque en cualquier momento puede volver a evaluar eso de ahí en algún momento que me descuide puedo equivocarme o sea y decir eso lo vimos recién y me tomo una lección al día siguiente digamos y ya me olvido. Es como que el pop quiz me ayuda a mantenerme atento a la clase a enfocarme a eso de ahí... Por ejemplo también otro día que la miss Irina uso, pero pocas veces la miss Irina nos llevó a una sala de arriba en la que tenemos un televisor que no recuerdo hace cuánto tiempo fue, nos llevó a ver un video y estábamos viendo un tema de gramática el "used to" por ejemplo, estábamos viendo eso de ahí y nos llevó a ver un video acerca de física. De experimentos físicos, cambios químicos... Era física no tenía nada que ver con el tema (gramatical) justo el día que teníamos 3 horas, el día más pesado y nos tocaba writing. Entonces nos los puso para que nos des estresemos un poquito pero a la vez aprendamos porque teníamos encima que hacer una review creo que era de lo que vimos y de lo que aprendimos.

: Retomando lo que dijo Sebastián, como sabemos los pop quiz son sorpresa, nos hace también que mientras ella está dando la clase y nos dice ya saquen una hoja y nosotras a veces no logramos recordar lo que hace pocos minutitos pudimos aprender, o a veces sí pero no del todo. O si no al

dia siguiente nos dice les voy a tomar una lección y eso nos hace como que mantener enfocados que tenemos que repasar el vocabulario, estar atentos y en caso de que no entendamos podemos preguntarle algo. También lo de ir a ver videos. También cuando ella nos cuenta como que diferentes experiencias relacionadas con el tema que hace que se nos quede en la mente. Y también incluso con las dinámicas que hace que no nos olvidemos porque si hay un test, nos acordamos por lo que paso en el día de la clase y eso nos ayuda a recordar.

Isabel: Buenos iba a decir que con respecto a los pop quiz este uno en eso momento hacemos la corrección verdad, y podemos ver en lo que nos equivocamos y decimos, rayos! Esto yo lo sabía! Y me equivoque. Entonces en el momento del aporte voy a recordar en donde me equivoque y cuál era la respuesta correcta. Eso ayuda bastante.

**Sebastian:** Y lo que llama la atención de los pop quizzes es que no te los calificas tú, los califica un compañero y puedes también ver en lo que se equivocó tu compañero.



UNIVERSIDAD CATÓLICA  
DE SANTIAGO DE GUAYAQUIL

Guayaquil, 17 de Julio de 2017.

Dra. Ana María Calderón

De mis consideraciones:

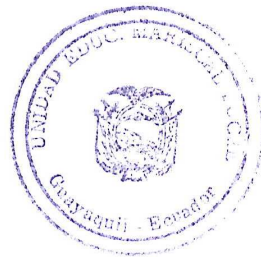
El motivo de la presente es por solicitarle como estudiante de la Universidad Católica de Santiago y ex colaboradora de la Unidad Educativa Mariscal Sucre, se me permita realizar las siguientes actividades referentes a mi proyecto de tesis previo a la obtención del título en Licenciada en Lengua Inglesa.

Las actividades son: 4 observaciones áulicas. 2 con Primero de Bachillerato y 2 con Segundo de Bachillerato de los cursos que tiene a cargo Miss Irina Chilina de Valle. Una encuesta para ambos cursos y finalmente una entrevista para ciertos estudiantes, no más de 5 y una a la docente.

Esperando poder contar con aprobación, me suscribo de usted muy atentamente.

  
Andrea Muñoz Fajardo  
C.I. 0923070114

Recibido y aceptado la propuesta  
mañer 18 julio 2017  
theClaire Calderón





## DECLARACIÓN Y AUTORIZACIÓN

Yo, **Muñoz Fajardo, Andrea Estefanía**, con C.C: # **0923070114** autor/a del trabajo de titulación: **Teacher- Learner Rapport on EFL First and Second Baccalaureate learners' Motivation at Unidad Educativa Mariscal Sucre: A case study**, previo a la obtención del título de **Licenciada en Lengua Inglesa con Mención en Gestión Educativa Bilingüe** en la Universidad Católica de Santiago de Guayaquil.

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## **REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA**

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|--|--|--------------------------------|----|
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| <b>AUTOR(ES)</b>   | Muñoz Fajardo, Andrea Estefanía  |                                |    |
| <b>REVISOR(ES)/TUTOR(ES)</b>   | Vásquez Barros, Mariela<br>Jarrín Hunter, Ximena Marita  |                                |    |
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| <b>PALABRAS CLAVES/KEYWORDS:</b>   | rapport, motivation, EFL, case study, relationship, learners   |                                |    |
| <b>RESUMEN/ABSTRACT (150-250 palabras):</b>  |  |                                |    |
| <p>This research project has as a main objective to explore how a teacher's rapport positively contributes to motivation of First and Second Baccalaureate EFL learners at Unidad Educativa Mariscal Sucre. The specific objectives are to get insight of the relationship between teacher-student rapport and learners' motivation within a learning setting, to describe how students experience rapport during the EFL lesson and to identify the teacher's characteristics in order to fulfill positive rapport in the classroom. The methodological approach considered for this study is the socio-constructivist which comprises a case study and data collection techniques such as survey and focus group applied to First and Second Baccalaureate students from the Advanced courses of EFL classes, a set of class observations and an interview conducted to their EFL teacher. After collecting and analyzing the data obtained, it can be concluded that the teacher's characteristics such as being a knowledgeable person helps her establish positive rapport with her students and therefore contributes to certain degree to her students' motivation.</p> |  |                                |    |
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| <b>CONTACTO CON AUTOR/ES:</b>  | <b>Teléfono:</b> +593-0981683114   | E-mail: andreita1907@gmail.com |    |
| <b>CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE)::</b>   | Nombre: Jarrín Hunter, Ximena Marita   |                                |    |
|  | Teléfono: +593-9-99613680  |                                |    |
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