

American University in Cairo

AUC Knowledge Fountain

Theses and Dissertations

Student Research

Fall 7-1-2020

Students' and teachers' perception of rapport management strategies used by teachers

Lobna Sherif

The American University in Cairo

Follow this and additional works at: <https://fount.aucegypt.edu/etds>

Recommended Citation

APA Citation

Sherif, L. (2020). *Students' and teachers' perception of rapport management strategies used by teachers* [Master's Thesis, the American University in Cairo]. AUC Knowledge Fountain.

<https://fount.aucegypt.edu/etds/1471>

MLA Citation

Sherif, Lobna. *Students' and teachers' perception of rapport management strategies used by teachers*. 2020. American University in Cairo, Master's Thesis. *AUC Knowledge Fountain*.

<https://fount.aucegypt.edu/etds/1471>

This Master's Thesis is brought to you for free and open access by the Student Research at AUC Knowledge Fountain. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of AUC Knowledge Fountain. For more information, please contact thesisadmin@aucegypt.edu.

The American University in Cairo
School of Humanities and Social Sciences

**Students' and Teachers' Perception of Rapport Management Strategies Used by
Teachers**

A Thesis Submitted By

Lobna Sherif El Bastawesy

Submitted to the Department of Applied Linguistics

May 2020

In partial fulfillment of the requirements for

The degree of Master of Arts

in Teaching English to Speakers of other Languages Program

Under the supervision of **Dr. Atta Gebril**

Abstract

The present comparative study explores the perceptions of both students and teachers towards rapport-building behaviors, including the similarities and differences in their respective perceptions of such behaviors. Previous research posits that building rapport in classrooms has been correlated with deeper student engagement and higher motivation towards the course, thereby enabling students to enjoy the learning process itself. An array of rapport-building strategies has been explored, including learning students' names, showing respect towards the students, and using humor in the classroom. A total of 129 students and 51 teachers filled out a perception questionnaire consisting of 26 teacher traits and behaviors in relation to their importance in building rapport; in addition, the researcher conducted interviews with six language teachers to gain in-depth insight into rapport management in classrooms. Results identified three trends within these 26 behaviors: first, specific behaviors that students perceive as more important than do teachers; second, those behaviors deemed important by both students and teachers; and, third, the behaviors that students perceive as less important in building rapport than do teachers. The results of this study may benefit educators and other stakeholders by raising teachers' awareness about building rapport in classrooms. The study may also encourage teachers to invest time and effort in activities that students perceive as conducive to rapport- building. In addition, this study could guide program directors to make informed decisions about the hiring of new teachers and renewals for current ones, based on the interpersonal communication skills of each teacher.

Keywords: rapport management, students' perceptions, teacher traits and behaviors

Table of Contents

Chapter 1: Introduction	1
1.1 Background:.....	1
1.2 Statement of the Problem:.....	4
1.3 Background on Instructional Context:.....	5
1.4 Research Questions:	6
1.5 Delimitations:.....	6
1.6 Theoretical Definitions:.....	7
1.7 Operational Definitions:.....	8
Chapter 2: Literature Review	10
2.1 Rapport in Literature:.....	10
2.2 Theoretical Framework:.....	10
2.3 Students' Perceptions of Rapport and Its Importance in Class:.....	13
2.4 Strategies for Building Rapport:.....	16
2.5 Perceptions and Challenges of Teachers:.....	18
2.6 Research Gap:.....	21
Chapter 3: Methodology	22
3.1 Research Design:.....	22
3.2 Sample:.....	22
3.3 Instrument:.....	23
3.3.1 Interviews:.....	23
3.3.2 Survey:.....	23
3.4 Procedure:.....	24
3.5 Data Analysis:.....	25
Chapter 4: Results	28
Chapter 5: Discussion	46
Implications of the Study:.....	51
Limitations:.....	54
Recommendations for Future Research:.....	55
Conclusion:.....	55
References	56
Appendices:	63
Appendix B: Students' Survey.....	64

Chapter 1: Introduction

1.1 Background:

Establishing rapport between instructors and students is indispensable for building a classroom environment that is conducive to learning. The term 'rapport' is defined as a relationship that is founded on mutual trust and harmony (Nadler, 2007).

Building on this definition, rapport also includes a personal connection and enjoyable interaction (Gremier & Gwinner, 2000). A positive instructor- student relationship has been found to improve students' success (Hoffman, 2014; Pascarella & Terenzini, 2005). This positive relationship fosters in the student a favorable attitude towards the subject, enhancing their motivation and sense of commitment towards their academics (Sánchez et al., 2013). Numerous studies show that informal interaction between instructors and students influences the individual success of students in addition to their perceptions of higher education and career aspirations (Baker & Griffin 2010; Buskist & Saville 2001; Jacobi 1991; Johnson 2015; Lowman 1995; McKinsey 2016; Murray 1997; Pascarella 1980).

Frisby et al. (2016) also argued that the presence of rapport paves the way for students to ask questions, seek clarification, and request feedback. When the environment of the classroom is positive, students perceive the class as a safe environment where their identity, feelings, and beliefs are respected rather than disregarded (Frisby et.al, 2014). Consequently, students feel safe in the classroom, displaying a tendency to participate actively without fear of being judged. Coupland (2003) argued that rapport plays a significant role in reducing the student's anxiety in the classroom. Hewitt and Stephenson (2012) further claimed that the factors inhibiting participation in class have been linked to poor self-esteem. As students'

linguistic performance improves with consistent practice, a positive relationship with the instructor will create a safe environment for practicing the language. Hence, rapport has been widely acknowledged as a vital tool in enriching the learning environment.

A considerable amount of research has focused on investigating strategies employed for building rapport in classrooms. Brown (1994) recommended three specific strategies for rapport building in classrooms: first, highlighting students' individual contribution; second, providing thorough individual feedback on students' work; and, third, creating a safe environment for students to express their feelings and beliefs. In the same vein, Harmer (2007a; 2007b) proposed four additional behaviors that could nurture the relationship between students and teachers: first, recognizing student's individuality, including their name, beliefs, personality, and background; second, showing fairness towards all students; third, treating students with respect; and, fourth, giving students full attention while listening to them. Knowing the students' names is recognized as one of the most effective strategies as the first step in building rapport with the students. Web and Barrett (2014) argued that knowing the students' names indicates attentiveness and personal interest towards the students.

However, not all professors build rapport with their students in the same manner due to many variables that shape professors' decisions regarding the boundaries of their relationship with the students. Hoyt and Lee (2002) argued that some fields of learning place more emphasis on rapport than do others. For example, language classes may demonstrate higher rapport between the instructor and the students than do engineering classes. This disparity is understandable as science

classes do not lend themselves to the discussions held in social sciences classes where the concepts presented in class would most probably relate to the students' lives.

Rapport has also been shown to be psychologically rewarding to teachers. Veldamn et.al (2013) noted that having rapport with students leads to job satisfaction and increases teaching effectiveness. Conversely, teachers indicated that negative instructor- student relationship causes them stress and job fatigue (Chang, 2009; Clunies-Ross et al., 2008; Jennings & Greenberg, 2009; Spilt et al., 2011), which, in some cases, may drive teachers to quit their jobs. When teachers receive positive feedback on their ability to connect with the students, their confidence in their own effectiveness as teachers rises in parallel (Gu & Day, 2007), motivating them to put even more effort in their performance.

The theoretical framework informing this study is built upon the work of Spencer Oatey (2000), which focuses on the notion of how language is used, with particular emphasis on how teachers employ language to build rapport. Watzlawick et al. (1967) argued that language encompasses two aspects: content and relationship. For instance, when someone needs to deliver bad news, the "what" constitutes the content of the message; however, the manner in which this message is uttered or written, taking in consideration the concept of the interlocutor's face, constitutes the relationship component of the message. Brown and Levinson (1987) proposed three factors that determine whether an act is face-saving or face-threatening. These factors include power, severity or degree of imposition, and social distance. Employing the concept of face in the current study may help in

locating a middle ground that would ensure maintaining the respective face of the teacher and the student while building rapport.

From the above perspective, the current study aims at exploring the difference between the students' and the teachers' perceptions of rapport-building behaviors and the different rapport management techniques teachers use in classrooms.

1.2 Statement of the Problem:

The majority of college professors are extremely competent in terms of theoretical knowledge and conducting research; however, they are not adequately trained in pedagogy (Cranton & Carusetta, 2004; Hativa, Barak, & Simhi, 2001). While the importance of building rapport in classrooms is indisputable, this positive relationship with the students is quite often difficult to establish and maintain. Remedi (2017) argues that a significant number of teachers negatively view the notion of rapport with students due to concerns that these students may take advantage of friendly teachers. This highlights the importance of striking the right balance between affability and professionalism. One of the concerns that Parks (2017) raised in her article is that balancing between covering the course content and devoting time to build a positive atmosphere in classrooms might be challenging, especially during stressful parts of the semester. This is why the scope of the present study goes beyond building rapport; in specific, it explores how teachers manage rapport during different situations, contexts, and timings throughout the semester.

According to one study, students enrolled in classes where the teacher-student rapport was capitalized on showed a higher attendance rate and more enjoyment in the subject matter of the course (Benson et al., 2005). In addition,

students' perception of effective teaching can be categorized according to two roles: the 'instructional role', which includes the teacher's knowledge and preparation (Meyers, 2009); and, the 'personal role', which involves expressing interest in students as individuals. Teachers tend to prioritize the former while students are concerned with the latter, giving rise to a gap between the respective expectations of both students and teachers.

Based on the body of reviewed literature, the issue of building rapport in higher education in Egypt has not been investigated with the exception of a study by Soheim (2014), who investigated positive and negative strategies used by English native and non-native university instructors. While all the studies investigating rapport in classrooms were based on the field of psychology (Wilson et al., 2010) and instructional communication (Frisby & Meyers, 2008), the rapport management theory has never been adopted as a theoretical framework in any of the studies reviewed on rapport in classrooms.

1.3 Background on Instructional Context:

The university where this study took place is a private university in Egypt founded in 1919. It is an English medium university with faculty from diverse nationalities, but predominantly Egyptian and American. As per the university faculty handbook (2012), the percentage of nationalities of faculty members should be as follows: 45 percent Egyptians, 45 percent Americans, and 10 percent other nationalities. Classes are relatively small in size, ranging from 15 to 40 students on average. Almost 95 percent of the students are Egyptian, while the remaining five percent comprise international students.

As per the university admissions regulations, a specific IELTS/TOEFL score is required for students to start their regular academic courses. If the students' score is below the requirements, they get enrolled in the Intensive Academic English Language Program (IEP), where students only study Academic English for one or two semesters based on their English proficiency level. This course is a Pass/Fail course with zero credits. Once their score meets the requirements, students will be able to register for their degree courses. It is mandatory for students to take two writing courses consecutively at the Department of Rhetoric and Composition during their freshman year.

1.4 Research Questions:

1. What are the students' and teachers' perceptions of rapport-building behaviors?
2. What are the rapport management strategies used by language teachers?

1.5 Delimitations:

This study does not include the knowledge of the teachers or their teaching methodologies that are correlated with instruction; it focuses only on the relationships that teachers build with students and the atmosphere they create in the classroom. Also, this study only investigates instructors from the ELI and Rhet department. Therefore, the results of this study are not meant to be generalized to other departments or schools.

1.6 Theoretical Definitions:

- Rapport: The mutual relationship based on harmony and trust that is sufficiently powerful to reduce threat and structure social interaction (Frisby & Meyers, 2008).
- Politeness was defined by several researchers as a means to facilitate interpersonal communication with the aim of reducing “conflict and confrontation” (Lakeoff, 1990).
- Face is the public self-image one has that could be saved or threatened (Goffman, 1967). Face is associated with dignity, reputation, respect, and competence (Ting-Toomey & Kurogi, 1998).
- Negative face represents one’s desire for autonomy and freedom from imposition (Brown & Levinson, 1987).
- Positive face indicates one’s feelings to be appreciated and admired based on personal characteristics and behavior (Brown & Levinson, 1987).
- Quality face refers to one’s desire to be perceived positively, according to one’s competencies (Spencer-Oatey, 2000).
- Identity face refers to one’s desire to be acknowledged, according to one’s role in the society (Spencer-Oatey, 2000).
- Equity rights indicate one’s entitlement “to personal consideration from others, so we are treated fairly, and we are not taken advantage of (Spencer-Oatey, 2000).
- Association rights refer to our entitlement to an association and involvement with others based on the relationship we have with them (Spencer-Oatey, 2000).

- Rapport enhancement orientation is used whenever a need for enhancing and strengthening rapport exists. This orientation aims at enhancing people's face and granting them their sociality rights (Spencer-Oatey, 2000).
- Rapport maintenance orientation is held when people maintain the existing level of rapport in the sense that there is neither any need nor desire to change the quality of the relationship (Spencer-Oatey, 2000).
- Rapport-neglect orientation denotes one's lack of concern with the quality of the relationship in a given context (Spencer-Oatey, 2000).
- Rapport-challenge orientation is adopted when the act of threatening the other person's face is done on purpose in order to challenge the quality of this relationship (Spencer-Oatey, 2000).
- Power: The extent to which one person can control the behavior of another person (Brown & Gilman, 1972).

1.7 Operational Definitions:

- *Rapport* is investigated in the context of English as a foreign language and Rhetoric and Composition classes through investigating the rapport management behavior of the teacher both in and outside of class. In addition, the perceptions of the students and teachers towards these behaviors are addressed.
- *Positive politeness* refers to the teachers' practices of showing solidarity towards the students. This could be conveyed through praising the individual characteristics of students (quality face) and enhancing their identity face in class while they are among their colleagues by acknowledging their individual contributions.

- *Equity rights* refer to the teachers' practices that ensure fairness among all students.
- *Rapport enhancement orientation* is used by teachers in all situations and timings, such as at the beginning of a new semester, where rapport needs to be built and enhanced.
- *Rapport maintenance orientation* is held by the teachers when they wish to retain the same level of rapport, such as when giving out grades.
- *Rapport-neglect orientation* is adopted by the teacher when they desire to maintain fairness among the students.
- *Rapport- challenge orientation* is held by the teacher when the students overstep their limits.

Chapter 2: Literature Review

The current chapter aims at providing a comprehensive review of the research, including seminal and most recent studies, conducted on the area of rapport building in EFL classrooms. The first section discusses the theoretical framework of the study, comprising theories of politeness and rapport management. The second section highlights the importance of building rapport as well as students' perceptions towards this behavior. The third one lists the strategies for building rapport used by teachers in EFL classrooms. Finally, the perceptions of teachers and their related challenges regarding rapport-building are discussed.

2.1 Rapport in Literature:

Rapport has been researched in multiple fields and contexts in terms of the relationship between the people involved during the social interaction and the context of this interaction (Altman, 1990). The perception of rapport varies from one field to the other; within the parameters of a supervisor- subordinate relationship, rapport refers to "enthusiasm, warmth and interest" (Heintzman et al, 1993), indicating a harmonious relationship between the participants in conflict management (Ross & Wieland, 1996). In teaching, rapport is linked to the "interpersonal side of teaching" (Swenson, 2010).

2.2 Theoretical Framework:

This study focuses on the strategies used both in and out of class in order to create rapport with the students. This is why the 'rapport management' theory proposed by Spencer-Oatey (2000/2008) has been adopted as a theoretical framework for this study.

Brown and Yule (1983) proposed that language has two main purposes: transactional and interactional. The goal of the transactional use of language is to deliver information accurately while the interactional use of language is utilized to show good will. Hence, the participants in such modes of communication feel comfortable and unthreatened.

One of the main linguistic issues of relevance to the interactional use of language is the politeness theory. Despite the considerable body of research conducted on politeness, researchers have yet to agree on one concise definition of politeness. Fraser and Nolan (1981, p. 61) assert that only through a specific context can we judge whether or not a specific utterance can be deemed polite. According to these researchers, “no sentence is inherently polite or impolite. We often take certain expressions to be impolite, but it is not the expressions themselves, but the conditions under which they are used that determine the judgment of politeness”.

Spencer-Oatey (2000) presented a ground-breaking theory of the concept of face and politeness. She proposes the term “rapport management”, referring to the management of social relations. Rapport management includes face management and the management of sociality rights, expanding on Brown and Levinson’s notions of positive face. Positive face is redefined by Spencer-Oatey as “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact” (Spencer-Oatey, 2000). According to Spencer-Oatey’s framework, not only does face have one form, but it is also viewed as one’s sense of identity (individual identity), self as a member of a group (group or collective identity), and self in relation with others (relational identity). Accordingly, positive face is characterized by two aspects: ‘quality face’ and ‘identity face’.

The second aspect of rapport management is the management of sociality rights with regard to two aspects: equity rights and association rights. Thus, rapport can be threatened by face-threatening behaviors and rights-threatening behavior. Face-threatening behaviors threaten the positive and/or negative needs of the interlocutor, whereas rights-threatening behaviors affect one's "sense of personal/social entitlement" (Spencer-Oatey, 2000). To elaborate, face-threatening behaviors and rights-threatening behaviors need to be discussed in relation to the most common speech acts such as requests, apologies, and compliments.

Requests by default are rapport-threatening in the sense that they affect the interlocutor "sense of autonomy and freedom of choice" (Spencer-Oatey, 2000). This is why requests need to be phrased in such a way as to ensure that the interlocutor feels entitled to fair treatment. Requests can threaten rapport by making the person feel undervalued, thereby threatening their identity face. On the other hand, rapport can be salvaged in a situation where people are asked for help, which enhances quality face and identity face. Spencer-Oatey (2000) highlighted this notion by providing an example of a teacher asking two students to bring her a certain item. This request could threaten their equity rights from the perspective of wasting class time as well as their own time; conversely, students may find the request face-enhancing due to being singled out by the teacher, a higher authority, to extend help to him or her. This indicates that requests need to be verbalized in such a way so as not to threaten the person's face or invade their sociality rights.

In contrast to requests, apologies are speech acts that are uttered as a response to an offence. Spencer-Oatey (2000) maintained that an apology for a major offence can be face-threatening to the apologizer by threatening their quality face. If the

apology is offered in public, it would be face-threatening by threatening the identity face of the apologizer. On the other hand, if an offence took place with no subsequent apology, it would be rapport-threatening to the offended person by infringing on their equity rights.

Spencer-Oatey (2000) explored a set of factors that may inform the type of rapport-management strategy used in a given context. These factors include rapport orientation, power, and distance, comprising the variables in the relationship between participants.

2.3 Students' Perceptions of Rapport and Its Importance in Class:

Implementing rapport strategies has been correlated with a positive learning experience in language classes. Krashen (1985) argued that there is always a substantial improvement in L2 students' performance when their affective filter is low, adding that a heightened affective filter is positively correlated with higher stress, heightened anxiety, and reduced self-confidence. Accordingly, Price (1991) posited that teachers should build a positive relationship with the students to lower their affective filter by acting more as "a friend who helps them to learn and less like an authority figure who make them perform".

Teacher-student rapport has been associated with student success, a disciplined outlook, and engagement. Buskist et. al (2002) argued that positive relationships in classrooms raise the student's enjoyment in class and boost their attendance. In addition, students tend to pay more attention to the teacher when they have a good relationship with the teacher (Pianta et al., 2012; Sánchez et al., 2013). Similarly, Roach et.al (2005) claims that students experience more enjoyment towards the subject and increased learning when they like the instructor. A good

relationship with the teacher also motivates students to dedicate more time to study for the course. Creating this positive atmosphere not only affects students on an individual level, but it also enhances the overall atmosphere of the classroom by making students feel safe and comfortable among their classmates. On the other hand, if the instructor does not display sufficient care and respect towards the students, they are prone to develop disruptive behavior with correspondingly low engagement with the course (Boice, 1966, 2000).

Buskist et al. (2002) interviewed a group of undergraduates about the qualities they value in a teacher. Among the essential professorial qualities reported by the interviewees is showing fairness, respect, and consideration, setting realistic expectations, displaying knowledge about the subject, and being “approachable and personable”. The results of this interview showed that students prioritize the rapport they have with their teachers as one of the factors enhancing their learning. In a similar vein, Busler et al. (2017) conducted a study where a group of undergraduate students were asked to list the qualities associated with poor teaching. The teachers’ characteristics listed by the students in this study included the following: inability to engage students, unhelpful or indifferent attitude towards the class / students, lack of respect and accessibility, and unreceptiveness to accepting feedback from the students. The top characteristic on this list was the teacher “being disrespectful” (Busler et al, 2017). This underscores the significance of showing respect as a crucial element in building rapport with the students during the activities taking place both in-class and outside of class. Brown (2001) recommends showing respect to all the students’ beliefs and ideas as this encourages the student to approach the teacher

comfortably and share academic and even personal issues with them (Sánchez et al., 2013).

Gremler and Gwinner (2008) categorized rapport-building behaviors under five themes while they were investigating rapport between employees and customers. These categories of behavior are “uncommonly attentive behaviors, common grounding behaviors, courteous behavior, connecting behavior, information sharing behavior”. Web and Barret (2014) adopted the same five categories to code the data obtained while investigating the teachers’ behaviors viewed by students as rapport-building in classrooms. Two hundred and thirty undergraduate students in a Midwestern university were surveyed about the rapport-building behaviors in a public-speaking class in which they were enrolled. The first behavior category rated by 25.9% of the participating students was the uncommonly attentive behaviors, which are highlighted when the teacher displays strong personal interest towards the students. The second one rated by 23.7% of participants was connecting behaviors associated with heightening students’ sense of comfort in the class. The third set of behaviors rated by 20.6% of participants was information-sharing behaviors, including clear communication of the instructor’s expectation of the students. The fourth group of behaviors, courteous behaviors, rated by 18.9% of students relates to showing “honesty, empathy and respect to students”.

The fifth category of behaviors, common grounding behaviors which are highlighted when instructors show empathy towards the students, was rated by 10.9% of the students (Web & Barret, 2014). This study revealed significant results in terms of identifying the rapport-building behaviors and categorizing them according

to Gremler and Gwinner's (2008) rapport-building behaviors themes; however, its results cannot be generalized since it was conducted on only one class. In addition, the instructors of this class were graduate teaching assistants rather than full-time faculty. This explains why only 56 out of 230 students perceived common grounding behaviors as rapport-building due to being taught by graduate teaching assistants who already share common characteristics, such as similar age, with the students.

It is evident that almost all students perceive rapport positively as a key factor in their enjoyment of the class. As students' perceptions of teachers' behaviors of managing rapport correlate with their background and culture, it is worth investigating the Egyptian students' perceptions of their teachers' practices.

2.4 Strategies for Building Rapport:

Instructors can build positive relationships with their students through different strategies such as humor, fairness, self-disclosure, and rapport building (Gorham et al., 2007). Among the suggested rapport-building techniques to be integrated while performing instructional tasks is showing solidarity. In other words, teachers should ideally not only model the activity before the students carry it, but also physically participate in class activities.

Rapport-building strategies can be classified under two categories: verbal and non-verbal. The verbal strategies include remembering students' names and expressing interest in the students' lives while the nonverbal ones encompass maintaining eye contact, having an open body posture, listening actively to students, and smiling (Kearney & Plax, 1992). As for verbal rapport-building strategies, Gorham (1988) suggested some strategies for building rapport in classrooms such as engaging in conversations on an individual basis before and/or after class, asking the students

about their weekends, inviting them to attend office hours (Lavin Loucks, 2018), and initiating a class discussion based on a point that a student raises in class, regardless of its being directly related to the teacher's lesson plan. With regard to assignments, it is suggested that the teacher ask students how they feel while working on a given assignment or task. Moreover, it is recommended that teachers praise the students on their work and contributions. Another important point is the way the teacher uses language in order to substantially enhance the instructor-student relationship. For example, the teacher could use "we" instead of "you" when introducing a task or assignment to the students to show empathy and solidarity (Gorhman, 1988).

The use of L1 has been found to enhance the rapport between the teacher and the students in the classroom. A study was conducted to investigate the use of L1 in class in a Middle Eastern university where teachers were asked to reflect on the situations raising the need for using L1 in class. The results of this study have shown that one of the reasons why teachers use L1 is to build rapport with the students for the purpose of humor and empathy (Orland-Barak & Yinon, 2005). Similarly, Soheim (2014) conducted a study at the same university where the present study has been carried out. When interviewed about the positive politeness strategies they employ with their students, both Egyptian and American instructors confirmed that they use Arabic words as a mark of solidarity and respect towards the students' native language and background.

In addition to the one-to-one relationship between the instructor and the teacher, rapport aims at creating a positive atmosphere in the whole classroom. One of the recommended strategies used by Lavin Loucks (2018) is creating a classroom

community where the teacher encourages the students to utilize the classroom as a platform to share their out-of-class activities with their teacher and peers.

Wilson et.al (2010) highlighted the notion that students need to see the teacher as a human being in the sense of the teacher's ability to integrate humor into the class. It is not only enough that students feel that the teacher knows them, but it is also about that they feel that they know the teacher. Humor has been correlated with positive perceptions of the effective teacher (Scott 1976), which is also attributed to affective learning (Wanzer & Frymier 1999).

Furthermore, when humor is integrated into class, the material appears more enjoyable and memorable (Check, 1997). In a study investigating the perceptions of 284 undergraduates in a middle-sized midwestern university towards the appropriate and inappropriate types of humor used by the teacher in class, Wanzer and his colleague (2006) identified the following appropriate forms of humor: humor that is relevant to the material, general sarcasm that is irrelevant to the material, and the teacher's self-mockery. On the other hand, inappropriate use of humor includes offensive humor, making fun of students' mistakes, and mocking others, including those who are not participants in class. The study concluded that using humor enriches the student's learning experience in class.

2.5 Perceptions and Challenges of Teachers:

Besides the positive perceptions of students about rapport, when teachers were interviewed about their perceptions of rapport, one mentioned that she would

have a hard time teaching her students if there were no rapport between her and the students (Muñoz Fajardo, 2017). Teachers reported a considerable amount of personal fulfillment when they build rapport with their students (Fink, 1984). This supports the notion that rapport contributes to a positive classroom environment on the part of the teachers.

While establishing rapport has been highly correlated with student success, teachers sometimes find rapport challenging to manage for several reasons. Similarly, while the significance of building rapport has been highly rated by teachers, the specific instructor behaviors that contribute to building rapport remain overlooked (Frisby & Martin, 2010). Regardless of college professors' knowledge and expertise, they have little training on the efficient practices in presenting the course content to students. Establishing rapport in the classroom requires teachers to be friendly with the students; however, the teacher's higher power in the classroom by default creates a wider social distance between the teacher and the students (Nguyen, 2007).

The teacher in the classroom has two roles: instructional and affective. Relying on only one of these two roles would not contribute to learning; hence, the teacher needs to find a balance between both the instructional and affective role in language classes. Furthermore, teachers find it challenging to strike a balance between friendliness and strictness; that is, a friendly approach can encourage students to engage meaningfully while being too strict may lower students' comfort levels during the learning process. Webb and Barret (2014) confirmed that recognizing the fine line between creating a positive relationship with the students

and establishing authority in class is instrumental to building effective rapport in the classroom.

One of the issues hindering rapport-building is that class activities sometimes involve face-threatening acts such as correcting students' mistakes (Cazden, 1988). In other words, if the students receive harsh feedback on their written assignment, they tend to take it personally rather than perceive this feedback as a useful commentary on improving their work. This indicates the complex and problematic nature of building rapport with the students.

Other instructors feel that building rapport with students in large classes could be challenging (Meyers, 2009) in terms of the differences in students' backgrounds, learning preferences, and individual traits. Confronted with the wide diversity found in a single class, teachers may struggle to connect with each student on an individual basis and adopt rapport building strategies catering to these diverse needs. Consequently, the social distance between the teacher and the students tends to widen noticeably.

In addition,, some teachers believe that it is not part of their job to exert an effort into building a rapport-based relationship with their students (Meyers, 2009). This is because these teachers view that showing care is required only for young learners rather than university students. A number of instructors also subscribe to the belief that displaying care could diminish the perceived seriousness of the course, which, in turn, could lower students' expectations of the course itself (Meyers, 2009).

2.6 Research Gap:

There is a discrepancy between the instructors' and the students' perceptions of positive teachers; teachers believe that possessing expert knowledge in a specific field constitutes effective teaching while students rate the teacher's communication skills as the most important factor in effective teaching (Catt et al., 2007). Most of the research conducted focused solely on either conducting class observations or investigating students' perceptions of the teacher behaviors. Therefore, the present study investigates the perceptions of both teachers and students, with particular emphasis on the discrepancies between both. It also explores in-depth the notion of rapport-building from teachers' point of view. The present study also intends to address a further gap by contributing to the small number of studies conducted on this topic in the Middle East, specifically in Egypt.

Chapter 3: Methodology

The purpose of this research is to investigate and compare the respective perceptions of teachers and students towards the rapport-building strategies used in classrooms. This chapter discusses the study's research design, sample, method, procedure, and data analysis.

3.1 Research Design:

This comparative exploratory study employs a mixed methods format where a perception questionnaire on rapport building-behaviors was sent to students and teachers at the department of English Language Instruction and the Department of Rhetoric and Composition. Then, in-depth semi-structured interviews were conducted with these professors to gain insight into the rapport management strategies they adopt in their classrooms to create and maintain an effective learning environment.

3.2 Sample:

3.2.1 Teachers:

Fifty-one teachers, comprising 43 females and nine males ranging in age from 25 to 70, in the English Language Program and the Department of Rhetoric and Composition, filled out the online questionnaire. The nationality ratios of the respondents were as follows: 78% Egyptian, 18% American, and 2% Canadian. The teaching experience of these teachers ranges from one year to over 18 years. The sample is a convenience sample in the sense that the survey was sent via email and was filled out by respondents when their time permitted.

Interviews were conducted with six of the instructors, comprising four females and two males, all of whom were Egyptian except for one American instructor. Within

an age range of 25 to 55, the respondents' teaching experienced ranged from two to over 18 years.

The reason for choosing this relatively small number is that the researcher was unable to interview more instructors due to their tight schedules, which also involved selecting a convenience sample.

3.2.2 Students:

One hundred and twenty undergraduate students and nine graduates, all of whom were Egyptian within an age range of 18 to 30, filled out the questionnaire. This sample type is a convenience sample which means that the researcher will work with the responses she receives.

3.3 Instrument:

3.3.1 Interviews:

The interview questions were informed by the rapport management theory of Spencer-Oatey (2000) and the studies conducted by Gremler and Gwinner (2008), and Webb and Barrett (2014). The interview was in semi-structured format, meaning that there were pre-set questions along with the flexibility of adding more follow-up questions, according to the interviewees' responses. All seven questions included in the interview were in English.

3.3.2 Survey:

The survey has been adapted from Buskit et. al's (2006) Teacher Behavior Checklist in order to collect data from the students (Appendix C). This survey comprises 26 statements about rapport-building teacher behaviors and traits.

Students rate these statements on a scale of 1 to 5 (1 being 'Most Important' in building rapport and 5 being 'Least Important' in building rapport). At the start of the survey, respondents are asked a few demographics questions.

The teachers' survey follows almost the same structure as the students' survey, one minor difference being the phrasing of the questions targeting teachers. As far as ethical standards of research are concerned, the consent form was attached at the beginning of the students' and the teachers' survey. This form stipulated that if respondents were reluctant to complete the survey, they could simply quit.

3.4 Procedure:

The survey is designed through Google Forms on Google Drive website. It was piloted on a total of seven students to ensure that all the questions are clear. The survey was posted on the students' Facebook groups for two weeks, during which period it was reposted three times. The respondents took approximately 5 to 7 minutes to fill out the survey. The teachers' survey was sent via email, followed by three reminder emails from the researcher.

At the end of the questionnaire, teachers were asked to include their email account details, assuming that they were interested in being interviewed. The interviews took place online via ZOOM. The interview lasted from 30 to 45 minutes. Six interviews were conducted with teachers in English with each instructor interviewed on one occasion only. The answers were recorded on the researcher's laptop.

3.5 Data Analysis:

Thematic coding was used to analyze the interviews after transcribing them. The themes that emerged from the interviews are as follows: the impact of building rapport on students; the impact of building rapport on teachers; rapport among the students themselves; characteristics of a positive relationship with the students; and, strategies of managing rapport with the students. Additionally, the strategies teachers mentioned in the interviews have been analyzed based on Spencer-Oatey's Rapport Management theory.

Analysis of the questionnaire data was carried out by means of descriptive and inferential statistics. Each behavior was assigned a code as demonstrated in the table below.

Table 3.1

Teacher Traits and Behaviors

Teacher Traits and Behaviors	Behavior Code
The teacher meets us at times outside of the office hours.	B1
The teacher praises our work.	B2
The teacher respects the students' opinions, beliefs, and feelings.	B3
The teacher asks us questions about our contributions in class discussion.	B4
The teacher laughs with the students.	B5
The teacher is humble.	B6
The teacher admits mistakes.	B7
The teacher is polite to us (Says 'Thank you' & 'Please')	B8
The teacher accepts valid excuses for missing class or coursework.	B9
The teacher takes extra time to discuss difficult concepts.	B10

The teacher is aware of the challenges that we face in the course.	B11
The teacher relates to the interests of our age.	B12
The teacher knows the students' names.	B13
The teacher uses Arabic in class to achieve a specific goal.	B14
The teacher does not humiliate or embarrass students in class.	B15
My relationship with my teacher provides a safe environment to make mistakes.	B16
The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her.	B17
The teacher attempts to find similarities between him/herself and the students.	B18
My teacher replies promptly to my request for assistance on email.	B19
My teacher replies respectfully to emails.	B20
The teacher connects with students as individuals.	B21
The teacher cares about our learning more than grades.	B22
The teacher shares clear expectations about the coursework.	B23
The teacher provides qualitative feedback along with grades.	B24
The teacher challenges us, but at the same time provides help and support.	B25
The teacher shares personal stories with the students that are relevant to the students and/or to the content.	B26

The behaviors are then classified into the five categories by Glimmer and Gwinner (2008):

1. **Uncommonly attentive behavior:** The set of behaviors showing the teacher's strong interest towards the students.
2. **Courteous behavior:** The teacher shows respect to the students.
3. **Connecting behavior:** It is the group of behaviors that makes the students feel comfortable in class.
4. **Common grounding behavior:** The teacher aims at finding similarities between him/her and the students.

5. **Information sharing behavior:** The teacher shares his/her expectations about the course, provides constructive feedback and gives advice to students.

For each category, a table is provided that presents the descriptive analysis by calculating the mean and standard deviation of each behavior for both students and teachers. In addition, inferential analysis is employed by using the t-test to detect any significant difference between both groups. The p value of both groups must be $\leq .05$ in order for a significant difference to be assumed. This type of analysis is utilized to examine whether or not the difference between the students and teachers is statistically significant for each behavior within the assigned category.

After presenting the five tables for each category, all 26 behaviors are listed in rank order using the mean of each behavior for the students and the teachers. The rankings of the teachers are then ranked against those of the students, generating three trends: the first group included the behaviors that teachers rated lower than did students; the second group included the behaviors where students and teachers agreed on the degree of importance in building rapport; and, the last set of behaviors included the ones which teachers rated higher than did students. The results revealed that certain behaviors are given the same rank since the participants rated them equally, resulting in skipping the following number. The reason behind ranking the behaviors of the teachers against those of the students is to compare and contrast the similarities and differences between the students and teachers in regard to their perception of the importance of the rapport building behaviors listed on the survey.

Chapter 4: Results

4.1 Introduction:

The current study investigates the similarities and differences between the perceptions of students and teachers towards rapport-building strategies in language classrooms. The study also explores in-depth rapport-management strategies used by language teachers. This current chapter presents the data obtained from the survey and interviews in light of the following Research Questions:

1. What are the students' and teachers' perceptions towards rapport-building behaviors?
2. What are the rapport-management strategies used by language teachers?

In order to address these Research Questions, both qualitative and quantitative methods were utilized. 129 students and 51 teachers completed a questionnaire measuring their perceptions towards teachers' behaviors and traits that contribute to building rapport. In addition, six in-depth interviews were conducted with language teachers to gain insight into rapport management in classrooms.

RQ#1 What are the students' and teachers' perceptions towards rapport-building behaviors?

The survey includes a set of 26 teacher characteristics and behaviors where participants rated the importance of these building rapport behaviors from 1 - 5 (1 being the Most Important, while 5 is the Least Important). The following section exhibits five tables representing the rapport-building categories based on the descriptive and inferential analyses conducted. Moreover, the interview results pertaining to each category are reported on. These categories are as follows:

Uncommonly Attentive behavior; Courteous Behavior; Connecting Behavior; Common Grounding Behavior; and, Information-sharing Behavior.

Table 4.1

Uncommonly Attentive Behavior Category

Behaviors	Students (<i>n</i> =129)		Teachers (<i>n</i> =51)		<i>p</i> value	<i>t</i> value
	Mean	Std. Deviation	Mean	Std. Deviation		
B13. The teacher knows the students' names	1.64	1.02	1.18	0.48	0.001	4.1
B2. The teacher praises our work	1.88	1.03	1.45	0.76	0.007	3.1
B1. The teacher meets us at times outside of the office hours	2.67	1.18	2.22	1.19	0.2	2.3
B22. The teacher cares about our learning more than grades	1.60	1.03	1.43	0.57	0.175	1.3
B10. The teacher takes extra time to discuss difficult concepts.	1.65	0.90	1.49	0.67	0.249	1.1
B4. The teacher asks us questions about our contributions in class discussion	2.10	1.07	1.94	0.90	0.347	0.90

Table 4.1 presents six behaviors listed below the Uncommonly Attentive behavior category. This category refers to the teacher's attempt to show interest in the students' learning and individuality. B1 is the highest behavior rated by students (M= 2.67, SD= 1.18) and teachers (M=2.22, SD= 1.19), whereas B13 is the lowest behavior for teachers (M= 1.64, SD= 1.02) and B22 is the lowest for students (M=1.60, SD= 1.03). There is no significant difference between the students and teachers for B1, B22, B10 and B4, indicating that they agree on their importance in building rapport. However, there is a significant difference between both groups for B13 and B2 at $t= 4.1$ & 3.1 and $p = .001$ & $.007$, respectively.

Table 4.2*Courteous Behavior Category*

Behaviors	Students (<i>n</i> =129)		Teachers (<i>n</i> =51)		<i>p</i> value	<i>t</i> value
	Mean	Std. Deviation	Mean	Std. Deviation		
B8. The teacher is polite to us (Says 'Thank you' and 'Please')	1.65	.92	1.29	.61	.003	2.50
B3. The teacher respects the students' opinions, beliefs, and feelings.	1.33	.81	1.12	.33	.15	1.70
B20. My teacher replies respectfully to emails	1.56	.96	1.37	.75	.217	1.24
B15. The teacher does not humiliate or embarrass students in class.	1.39	.84	1.35	.82	.802	.20
B9. The teacher accepts valid excuses for missing class or coursework	1.78	1.02	1.78	.94	.956	-.055

Table 4.2 displays four teacher behaviors and one trait below the Courteous Behavior category that is associated with showing politeness and respect towards the students. B9 is the highest ranked behavior for both students ($M= 1.78$, $SD= 1.02$) and teachers (1.78 , $SD= .94$); meanwhile, B3 appears as the lowest ranked behavior for both students ($M=1.33$, $SD= .81$) and teachers ($M= 1.12$, $SD= .33$). The difference between teachers and students is insignificant in all behaviors except for B8, where $t= 2.50$ and $p = .003$, showing that the teachers' rankings for this behavior were lower than those of students. However, the data for B8 shows a contradiction with those of the interview; as explained by two of the teachers, the reason behind the hard work and discipline of students is that when teachers respect their students and treat them as adults, the students strive to work hard to feel worthy of this respect.

Furthermore, when the students like the teacher, they exert full efforts in order not to disappoint them. Moreover, the teachers agreed that respecting the students and

their individuality is the starting point of rapport-building. Also, the presence of respect is what makes the relationship between the students and teachers successful. If respect is lacking in the student-teacher relationship, they might be outwardly pleasant towards each other, but the relationship is no longer conducive to learning.

Table 4.3

Connecting Behavior Category

Behaviors	Students (<i>n</i> =129)		Teachers (<i>n</i> =51)		<i>p</i> value	<i>t</i> value
	Mean	Std. Deviation	Mean	Std. Deviation		
B16. My relationship with my teacher provides a safe environment to make mistakes	1.62	.95	1.22	.42	.001	3.90
B17. The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her	1.76	.95	1.31	.68	.01	3.50
B5. The teacher laughs with the students	1.63	.85	1.45	.83	.207	1.26
B21. The teacher connects with students as individuals	1.75	1.00	1.43	.73	.39	2.08
B14. The teacher uses Arabic in class to achieve a specific goal	2.83	1.26	3.22	1.25	.66	-1.80

Table 4.3 represents the Connecting Behavior category, including five teacher behaviors. The behaviors in this category refer to the teacher's efforts to make the students feel comfortable in class. B14 is the maximum mean for both students (M= 2.83, SD= 1.26) and teachers (M=3.22, SD= 1.25). Similarly, B16 is the minimum behavior for students (M=1.62, SD= .95) and teachers (M= 1.22, SD= .42). B5, B21 and B14 show no significant difference between both groups while B16 and B17 indicate a significant difference of $t= 3.90$ & 3.50 , and $p=.001$ & $.01$, respectively.

Table 4.4*Common Grounding Behavior*

Behaviors	Students (<i>n</i> =129)		Teachers (<i>n</i> =51)		<i>p</i> value	<i>t</i> value
	Mean	Std. Deviation	Mean	Std. Deviation		
B12. The teacher relates to the interests of our age	1.91	.94	1.71	.88	.174	1.30
B18. The teacher attempts to find similarities between him/herself and the students	2.34	1.05	1.98	1.09	.41	2.05
B11. The teacher is aware of the challenges that we face in the course	1.47	.85	1.53	.70	.632	-.48
B7. The teacher admits mistakes	1.71	.85	1.73	.94	.932	-.09
B6. The teacher is humble	1.92	1.12	1.69	.91	.18	.296

Table 4.4 demonstrates three teacher behaviors and two traits representing the Common Grounding Behavior category that illustrates the teachers' attempts to show empathy and to find common ground with the students. B18 received the highest rating from students ($M=2.34$, $SD=1.05$) and teachers ($M=1.98$, $SD= 1.09$). B11 was also the lowest rated behavior for students ($M=1.47$, $SD= .85$) and teachers ($M=1.53$, $SD= .70$). No significant difference between students and teachers is reported for all the behaviors in this category, with a range of $t= 1.30-0.29$ and $p=0.174-0.18$.

Table 4.5*Information-Sharing Behavior Category*

Behaviors	Students (<i>n</i> =129)		Teachers (<i>n</i> =51)		<i>p</i> value	<i>t</i> value
	Mean	Std. Deviation	Mean	Std. Deviation		
B26. The teacher shares personal stories with the students that are relevant to the students and/or to the content	1.93	1.08	1.76	1.05	.35	.90
B24. The teacher provides qualitative feedback along with grades.	1.55	.90	1.47	.83	.59	.54
B23. The teacher shares clear expectations about the coursework	1.82	1.08	1.75	.91	.66	.44
B25. The teacher challenges us, but at the same time provides help and support	1.62	.96	1.61	.70	.93	.08

Table 4.5 illustrates the information-sharing behavior category entailing four behaviors related to the teacher's communication of information with the students, including content-related issues such as course and assignments expectations and feedback. The category also includes non-content related issues such as giving advice to students and providing help. B26 shows the highest rated behavior by students ($M= 1.93, SD= 1.08$) and teachers ($M= 1.76, SD= 1.05$), whereas B24 is the lowest rated behavior by students ($M= 1.55, SD= .90$) and teachers ($M=1.47, SD= .83$). Also, no significant difference between both is detected.

Table 4.6

Students and Teachers Rankings of the Rapport-building Behavior Categories

Rapport Building Behavior Categories	Students (n=129)	Teachers (n=51)
Uncommonly Attentive Behavior Category	1	4
Connecting Behavior Category	1	1
Common Grounding Behavior	3	1
Information-Sharing Behavior	4	3
Courteous Behavior Category	5	5

Table 4.6 summarizes the students' and teachers' rankings of the rapport-building behavior categories. These rankings are calculated based on the means of the behaviors for each category. Students and teachers assigned the same rankings (1 & 5) for the Connecting Behavior Category and Courteous Behavior category. Uncommonly Attentive Behavior was rated as the first important category, while showing fourth ranking for teachers.

The following tables demonstrate the similarities and differences between the students' and the teachers' perceptions towards the rapport-building behaviors they were asked to rate in the survey. The ranking analysis resulted in classifying the 26 behaviors into three groups: first, behaviors that teachers perceive as less important compared to students; second, behaviors demonstrating similarity between the ratings of both teachers and students; and, third, behaviors to which teachers assigned higher ratings in comparison to those of students.

Table 4.7

Behaviors Showing Lower Teacher Rankings Compared to Those of Students

Behaviors	Student Ranking	Teacher Ranking
B6. The teacher is humble	6	11
B2. The teacher praises our work	8	16
B17. The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her	11	22
B21. The teacher connects with students as individuals	12	18
B8. The teacher is polite to us (Says 'Thank you' and 'Please')	15	23
B13. The teacher knows the students' names	17	25
B16. My relationship with my teacher provides a safe environment to make mistakes	19	24

Table 4.7 shows the group of behaviors to which teachers gave lower rankings than those given by students. The difference between the rankings of both samples ranges from 11 to 5 points. The t- test confirmed a significant difference between the students' and the teachers' ratings of B17, B2, B8, B13, and B16.

B17 (The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her) revealed a considerable gap between students and

teachers, with an 11-point difference; students perceive this behavior as a key to building rapport, in sharp contrast to teachers' perceptions.

On the other hand, the two behaviors that showed five points of difference between students and teachers are B6 (The teacher is humble) and B16 (My relationship with my teacher provides a safe environment to make mistakes).

Table 4.8

Equal and near equal rankings between teachers and students

Behaviors	Student Ranking	Teacher Ranking
B14. The teacher uses Arabic in class to achieve a specific goal	1	1
B1. The teacher meets us at times outside of the office hours	2	2
B18. The teacher attempts to find similarities between him/herself and the students	3	3
B4. The teacher asks us questions about our contributions in class discussion	4	4
B26. The teacher shares personal stories with the students that are relevant to the students and/or to the content	5	7
B12. The teacher relates to the interests of our age	7	10
B23. The teacher shares clear expectations about the coursework	9	8
B10. The teacher takes extra time to discuss difficult concepts.	15	14
B5. The teacher laughs with the students	18	17
B22. The teacher cares about our learning more than grades	21	18
B20. My teacher replies respectfully to emails	22	20
B3. The teacher respects the students' opinions, beliefs, and feelings.	26	26

Table 4.8 illustrates the behaviors that received equal and near equal ratings.

Students and teachers seem to concur that B14 (The teacher uses Arabic in class to

achieve a specific goal), B1 (The teacher meets us at times outside of the office hours), B18 (The teacher attempts to find similarities between him/herself and the students), and B4 (The teacher asks us questions about our contributions in class discussion) are the four behaviors that they perceive as most conducive to rapport-building. They both agreed on the level of importance of B3; however, they identify it as the least important behavior contributing to building rapport.

A slight difference of only 2 - 3 points also shows in B12 (The teacher relates to the interests of our age.) and B26 (The teacher shares personal stories with the students that are relevant to the students and/or to the content.) between teachers and students where students rated some behaviors higher than did teachers.

On the other hand, teachers awarded higher rankings than students to the following behaviors, with only minor differences. These behaviors are B23 (The teacher shares clear expectations about the coursework), B5 (The teacher laughs with the students), B10 (The teacher takes extra time to discuss difficult concepts), B22 (The teacher cares about our learning more than grades), and B20 (My teacher replies respectfully to emails).

Table 4.9

Behaviors Showing Higher Teacher Rankings Compared to Those of Students

Behaviors	Student Ranking	Teacher Ranking
B9. The teacher accepts valid excuses for missing class or coursework	10	6
B7. The teacher admits mistakes	13	9

B19. My teacher replies promptly to my request for assistance on email	14	5
B25. The teacher challenges us, but at the same time provides help and support	19	12
B24. The teacher provides qualitative feedback along with grades.	23	15
B11. The teacher is aware of the challenges that we face in the course	24	13
B15. The teacher does not humiliate or embarrass students in class.	25	21

Table 4.9 shows the behaviors for which teachers gave higher rankings than those of students. These differences range from 4 to 11 points.

B11 (The teacher is aware of the challenges that we face in the course) was rated by students as 24 while the teachers rated it as 13, indicating that teachers perceive this behavior as an important behavior in building rapport, unlike the perceptions of students, accounting for a difference of 11 points between both.

On the other hand, the lowest difference between students and teachers was 4 points, where the teachers rated B9 and B7 higher than did the students.

The data below are the themes that emerged from the interviews conducted on the teachers' perceptions of building rapport.

The Impact of Building Rapport on Students:

All interviewees concurred that the importance of establishing rapport with the students precedes that of the actual teaching. In fact, establishing rapport is one of

the key elements that enhances students' academic performance and behavior in class. As students tend to work harder when they have good rapport with teachers, teachers mentioned that they spend the first couple of classes establishing rapport with the students:

"So, it's not very important to cover a specific target material or amount of work on the first two or three classes because this is not as important as building rapport. I will have to lean back on this rapport later on to help them follow the process of learning. So, later on rapport does not become an important thing because I have already secured this." **(Teacher 3)**

All the teachers agreed with the notion of investing time and effort into establishing rapport at the beginning of the semester because it would prove to be one of the main factors that motivates students to continue working diligently throughout the semester:

"Sometimes we have stressful times like assignments and tests. They will not be able to hold up tight together and feel comfortable, and okay and motivated to work if they don't like the instructor" **(Teacher 3)**

Most of the teachers discussed the importance of building rapport in language classes because the student has to be comfortable with his/her teacher and among his/her colleagues where a safe environment for making mistakes is ensured.

The Impact of Building Rapport on Teachers:

Not only is building rapport important for the students, but teachers also have their own motive for focusing on this behavior. The teachers emphasized that, once they have succeeded in building rapport with their class, they feel more comfortable

teaching this group of students. Building rapport is psychologically rewarding to the teachers in the sense that it contributes to positive feelings towards the class with the minimum of stress. It also pushes teachers to expend more hard work in this class, as indicated by one of the interviewees:

“Building rapport motivates me to search for more materials, do go the extra mile when needed, spend as many hours as needed, and I don't confine myself to a specific time. I can do more and more than required actually.” (Teacher 1)

In addition, one teacher indicated that building rapport helps the class run smoothly with the energy of the teacher channeled into teaching rather than dealing with attendance and behavioral issues.

Characteristics of a Positive Relationship with the Students

The teachers mentioned the signs by which they recognize that they have built rapport with their students. Almost all agreed that they know that a positive relationship with the students has been established when they feel comfortable in opening up to the teacher and/or to the class as a whole. Another indication is when the student approaches the teacher by sharing their feedback and feelings about the course. In addition to academically-related conversations, when students trust the teacher, they start confiding details of their own personal and academic lives:

“And I think when a student stops by or stays after class just to talk about non class essential things. I think that also reflects rapport being built” (Teacher 2)

In addition to opening up to the teacher, one of the teachers mentioned that rapport also shows when the student does not take negative feedback received from the teacher personally:

“When they are receptive of feedback, especially when it is a kind of constructive feedback. They have not just angry about it or defending what they've produced, rather than try to understand why I'm telling them that this is not the best way it should be or that it could be better”. **(Teacher 1)**

RQ#2 What are the rapport management strategies used by language teachers?

The interview questions were inspired by Spencer-Oatey's Rapport-Management theory that proposes a framework for managing social relations. Hence, the interviews revealed teachers employ a variety of strategies that range from rapport-enhancement to rapport-challenging.

Rapport-Enhancement Strategies:

The current section presents the strategies teachers use to build rapport with their students. Rapport-enhancement strategies include engaging in informal chats with the students, using humor in class, sharing clear expectations of the course, involving the students in the decision- making in the class, building rapport among the students, and meeting students outside of the classroom.

Teachers use informal social chat with the students to set a positive tone to the classroom, which leads to minimizing the social distance between the teacher and the student. The teachers also asserted that these informal conversations help the students perceive the teacher as more approachable and friendly, in addition to creating a bond with the students. Initiating these non-content related conversations could include greeting the students, and asking them referential questions about how they are getting on in other courses, and about topics of interest previously

mentioned in class. Teacher 1 included a few examples of such informal chat sessions:

"How was your trip away with your family this weekend? You were playing in a tournament this weekend. How did that go?"

In addition to informal social conversation with the students, integrating humor into class has been listed among one of the most effective strategies used by teachers to build rapport with the students. All the teachers agreed that employing humor in class puts the students at ease, which results in elevating their learning experience in class.

"I use humor all the time, all the time and even in explaining concepts and in giving feedback because it makes feedback and criticism much more acceptable."

Teacher 4 also distinguished between appropriate and inappropriate humor in classrooms.

"There has to be a difference between 'laughing at' and 'laughing with'. It is very important not to pick on a person, nor to make fun of a person in terms of appearance and abilities.. It's not nice to be sarcastic, although sarcasm can lead to laughter. But, no, you have to always respect them and tell them that. So, there has to be a line between what is proper and what is not proper. So, I draw this line. And I'm very careful. And if someone does something that could be funny, but rude to someone else, I stop the class, and I make a comment. And I would say that this is unacceptable. Although they were laughing, it is unacceptable. And so they learned where to draw this line between appropriate and in appropriate humor in class."

Engaging the students in the decision-making in class was one the prominent strategies used by most teachers. One of the teachers asserted that she follows a

three-step strategy when she assigns any task in class. First, this teacher involves the students in the decision-making process, including the expectations and the deadline. Then, she provides students with all the help they may require, such as offering conferences. Finally, when they receive their grades, she shows consistency by never changing the grade she assigned. The same teacher mentioned that such behavior ensures fairness, one of the key elements in building rapport with the students. Another teacher confirmed that she follows the same strategy in her class:

“I always build my classes based on democracy. I ask them about their opinions on how we plan our work, and I take votes when it comes to organizing our work, which article to be read before which one and about the dates of the deadlines and so on. So, one thing that makes me realize that they have established rapport with them is that when they openly and confidently take votes” (Teacher 3)

Bonding with the students is as important as building individual rapport with each student:

“So it's not just about me and the students. It's about them as well. Because if they're happy coming to class, because they're going to see people who they consider friends, the atmosphere is more relaxed and they're happier. And then it's better for everyone. So I think if even if they sometimes have side chats, that's a sign that they have bonded together.” (Teacher 6)

Another teacher stated that she prompts students to congratulate each other on personal success and check on each other if any of their peers are sick. She also encourages students to share their stories, which creates a bond among the students.

All the interviewees highlighted the importance of out-of-class communication with students individually, particularly its role in building rapport with the students on an individual basis. The conferences could be academically-related or informal

conferences to touch base with the student. They agreed that this strategy is especially effective with less outgoing students who feel uncomfortable about participating in class discussions. In addition to being effective with quiet students, one of the teachers indicated that such conferences also help with disruptive students.

"It's easier to be disruptive if you don't sort of have this connection with the teacher, but if you create a connection, and I think this one to one is very, very important, then I think the student sort of a little bit more shy or a little bit embarrassed to become a pain and especially if you sort of managed to make it sound like you know, okay, let's make a deal. You know, you try to be more of this, and I'll try to be more than that. Then I think that often does work." **(Teacher 6)**

Another teacher elaborated on this point, mentioning that if such conferences are merely the routine one-on-one sessions where the student is meeting the professor just for feedback on a paper, then it does not build rapport.

"These are back to back to back to back. They're very busy, exhausting days. And don't necessarily think it can be very challenging to build rapport. Because if you're just doing a 15- or 20-minute conference with a student, you've got a lot to get through during that time, you have to be very task focused, at least from my experience, if you're really trying to give some quality feedback on their paper. But still, it is more personal, you can engage maybe in a more personal way than you can in a whole class." **(Teacher 1)**

Rapport-challenging Strategies:

The previous section demonstrated the strategies teachers use to build and enhance rapport with their students; however, they all agreed that they occasionally face certain situations that challenge the rapport that is already established with some

students. Non-verbal communication is observed as a strategy used by teachers to challenge the rapport established between them and the students when needed.

Teacher 3 asserted that she resorts to challenging the rapport with some students who cross the limits by confusing rapport with professionalism towards the course and the instructor. She mentioned that would simply stare at the students as a sign that such behavior is unacceptable.

Teacher 4 indicated that when students show inappropriate behavior, she would change her tone of voice into a quite serious one, then simply walking out of the class and asking the students not to follow her. She indicated that she rarely resorts to such behaviors; however, she stated that it makes the students realize that there are red lines that they cannot cross.

Teacher 6 mentioned that she would smile less frequently than usual when students show rude behavior towards her. She also stated that she would deal more firmly with that student.

All the teachers agreed that when they challenge the rapport with any of the students, those students exert themselves to restore the rapport with the teacher. However, it takes time and commitment from the student to do so.

Chapter 5: Discussion

The current chapter provides a discussion of the results obtained in addition to linking the results to the current literature. The implications, limitations of this study and recommendations for future research are then presented.

RQ#1 What are the students' and teachers' perceptions towards rapport-building behaviors?

The ranking results revealed a substantial disagreement between students and faculty regarding how instructors attempt to build rapport, in contrast to the kind of behaviors students perceive as rapport-building. The results revealed three behavioral trends: first, the behaviors for which teachers gave lower rankings than did the students; second, the behaviors for which teachers gave higher rankings than those of students; and, the behaviors for which students and teachers awarded similar rankings.

Teachers tend to undervalue certain behaviors towards which students show a marked preference. For instance, B17 (The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her.) received eleventh ranking by students whereas teachers ranked it as 22nd, resulting in a substantial gap between both groups. This finding on the rankings given to this behavior also aligns with the *t*-test of this behavior, indicating a significant difference ($p= 0.01$) between teachers and students regarding this behavior. In addition to the results of the survey, the teachers in the interviews declared that when the student opens up to them, it is considered as a sign of rapport with this student. One reason for this discrepancy may be attributed to teachers' beliefs might that their job excludes

acting as mentors for students, a role perceived to have no impact on learning. On the other hand, there seems to be a need for students to open up to their teachers about their problems and to seek advice, as well. Students apparently welcome the notion of having a classroom where they can trust the teacher to build a safe environment allowing them to share their feelings, beliefs, and problems without fear of being judged or offended by the teacher and the classmates. Previous literature is in line with the importance of building a safe environment for students in order for learning to take place (Remedi, 2017). This study also proposed that when students approach teachers to discuss personal and/or academic issues, they should make a point of practicing a non-judgmental response to the issues the student is discussing, thereby establishing a relationship of trust between the teacher and the student. Furthermore, the student's interpersonal communication with the instructor is considered a decisive factor in the student's perception of this class as either "threatening" or "supporting" (Roesnfeld, 1983).

Another behavior that students rated higher than did teachers is B16 (My relationship with my teacher provides a safe environment to make mistakes) with a difference of 5 points. This behavior is particularly relevant to language classes as the students' ratings seem to be in alignment with the phenomenon of communication apprehension where classroom participation is concerned. Communication apprehension may be defined as a fear of real or expected communication (McCroskey, 1976). Students' perceived fears about classroom participation are linked to students' lack of sufficient preparation for the material (Fassinger, 1995), and the threat of judgment by both peers and the instructor (Neer & Kicher, 1989). The interviews show agreement with the necessity of building a safe

environment in the class for students to practice the language, uninterrupted by the fear of being judged or ridiculed.

The other two behaviors that showed variations between both groups are B2 (The teacher praises our work) and B8 (The teacher is polite to us; he/ she says “Thank you” and “Please”). For B2 & B8, the teachers ranked these behaviors as 16 and 23, respectively, as opposed to students’ rankings of 8 and 15.5, respectively. Additionally, the *t* test revealed a significant difference of $p= 0.007$ and 0.003 , respectively. The unexpectedly wide gap between how students and teachers regard these behaviors indicates that teachers pay less attention to praising the students’ work and being courteous to students. The students’ ratings for these two behaviors are justified by the quality face that Spencer-Oatey (2000) proposed, which denotes an underlying desire to be admired for their positive attributes. One of the answers to the open-ended question in the teachers’ survey confirmed the importance of praising the students’ work by mentioning that this teacher ensures that he provides positive comments on the assignment. The teacher then states the rationale behind the grade by giving students comments about what could have been done differently, after which he sets one or two specific goals to be applied in future assignments. The same teacher reported that this strategy has yielded a substantially positive impact on the rapport he enjoys with the students; that is, the students appreciate that the teacher has taken the time to find something positive to comment on in their assignment.

The second set of behaviors showed identical or similar rankings of teachers and students, as shown in Table 4.8. The first ranked behavior that teachers and

students chose, rather surprisingly, is B14 (The teacher uses Arabic in class to achieve a specific goal). This finding is intriguing since all the teachers interviewed are language teachers, shedding light on why the students of the American teacher view him as 'the other' by not speaking the language. This indicates that using L1 strategically, for humor and empathy purposes, helps create a bond between the teacher and the students, as confirmed in research studies conducted by Orland-Barak and Yinon (2005) and Soheim (2014).

The third ranked behavior for both students and teachers is B18 (The teacher attempts to find similarities between him/herself and the students). This contradicts the literature that showed low ratings for this rapport-building behavior (Webb & Barrett, 2014). The variation between the results of this study and the literature is likely due to cultural differences since the sample of the current study is Egyptian while the sample of the other study were American students. Another interpretation of this contradiction could be the differing concepts of face in the sense that American students may favor the strategies that enhance their negative face, indicating a desire for freedom from imposition, thus explaining why they gave low ratings to this behavior. In contrast, Egyptian students tend to appreciate the behaviors and the gestures supporting their positive face, which represents showing solidarity with the listener.

Table 4.9 refers to the third type of disagreement between teachers and students where teachers over-prioritize certain rapport building behaviors which elicit opposite perceptions from students. For example, B25 (The teacher challenges us, but at the same time provides help and support), B24 (The teacher provides

qualitative feedback along with grades.), and B11 (The teacher is aware of the challenges that we face in the course) received higher rankings from teachers than it did from students. While unexpected, these results might imply that students at this university tend to be more grade-oriented in terms of their indifference feedback and grade justifications compared to the grade itself.

RQ#2 What are the rapport management strategies used by language teachers?

The teachers in the interview employed a variety of strategies not only to build rapport with the students, but also to challenge this rapport to address inappropriate behavior in class.

One of the strategies endorsed by the teachers interviewed is student-teacher interaction, whether academic and non-academic, individually before or after class, or outside of the classroom. This behavior increases the teacher's perceived approachability to students as they are made to feel welcome to discuss any issues or problems with the teacher. Student-teacher interaction has been associated with positive student attitudes and satisfaction towards the course (Creasey et al., 2009). Moreover, teachers' responses regarding the integration of humor in class are in line with the findings in a study by Chergui (2018), emphasizing the importance of humor in reducing the students' stress in class and creating a relaxed environment for the learners. These two strategies of initiating conversations with the students and integrating humor align with the notion of viewing the classroom as a social context where learning takes place (Çakir, 2010) as well as the humanistic dimension of the participants as students and teachers. Consequently, informal communication

between students and teachers plays a pivotal role in creating a relaxed learning environment where students are motivated to learn.

Building rapport among the students contributes to building a positive atmosphere in the classroom, as suggested by one of the teachers. This reveals another aspect to rapport in the classroom, aside from the teacher-student interaction; that is, the student-student interaction allows each student has to have a positive relation with the teacher and his/ her classmates in order to ensure learning. This is supported by Dörnyei (2001) who proposed three conditions for students to feel motivated in class: good rapport with the students and teachers; a supportive environment in class; and, “a cohesive learner group with appropriate group norms”, all of which are believed to promote the student’s participation and engagement in class.

Implications of the Study:

This study has extensive practical implications with respect to the various stakeholders who will benefit from the results of this study. These include teachers, program directors, Teacher Education Programs, and professional development sessions.

Teachers:

This study is mainly conducted to provide insights for teachers pertaining to rapport management in the classroom. Not only did the study examine the teachers’ perceptions towards rapport-building strategies, but it also investigated the students’ perceptions towards such behaviors.

First of all, this study raises teachers’ awareness about rapport by offering a strong rationale for teachers that showcases the importance for building rapport to

benefit students and foster a classroom environment conducive to learning. The study also sheds light on the importance of building rapport for the sake of the teachers themselves, as indicated by the interview findings that rapport-based teaching encourages teachers to go the extra mile for the students by offering extra office hours, and spending more time working on developing material and activities for their benefit.

The study also provides teachers with a range of rapport-building behaviors whose importance was indicated in the ratings of both students and teachers in building rapport. Another benefit of the study is its potential in allowing a deeper understanding of students' perceptions and needs in this particular culture, particularly important given that building rapport is highly culture-specific; what works with one culture might not work with another.

Moreover, the teacher interviews themselves provided the teachers with insightful techniques and details about managing rapport in class.

At the end of the interview, teachers were asked to share advice with their peers about building rapport. Below are some excerpts from their responses:

Teacher 1: Encourages teachers to invest time and effort towards building rapport in order to minimize the complications arising from lack of rapport in class.

- *"Be proactive, don't try to build rapport after you see problems developing, I would say that often problems are developing because there wasn't rapport. So, rapport is preventative."* **(Teacher 1)**

- *"If I am to give teachers a piece of advice to build rapport is to be less focused on themselves to give more freedom, more space and more flow to the learners."*

(Teacher 3)

- *"Teachers should have positive mindsets, to focus on the goods in the student to believe that everyone has a good part and to bring it out."* **(Teacher 4)**

Teacher 6 posited the importance of building rapport among the students themselves, as confirmed by Remedi (2017), on the grounds that students who develop a strong sense of a community in the classroom tend to have strong rapport with the teacher.

- *"I would say that things that you were asking about, actually, I would say invest class time in doing icebreakers and invest class time in getting to know the students and to allow them to get to know each other. I think the relationship actually between the students is much more significant than the relationship with the teacher. I think if they're happy together, then they will be more excited. of the teacher unless the teacher that does things which are really problematic, in which case, they will all turn against the teacher and they will gang up against the teacher."* **(Teacher 6)**

One of the teachers mentioned that there is no fixed set of strategies that all teachers should apply; rather, it is the unique teaching style of each teacher that makes their effort genuine.

- *"It's really how these all strategies come together. It's more like an equation it's or a recipe. You know, a cake is not just egg and flour and sugar. It's something about when it's all big together and comes together, that you really get the final product. And, and I think rapport is probably going to be much like that."* **(Teacher 1)**

Teacher Education Programs and Professional Development Sessions:

The majority of teacher education programs and professional development sessions tend to focus extensively on teaching methodologies while overlooking the aspect of interpersonal communications with the students. Hence, the results of this study could inform the teacher education programs about integrating rapport management into the curriculum to prepare novice teachers prior to embarking on their teaching journey.

Moreover, professional development could use the results of this study to raise the awareness of in-service teachers about rapport-building in class, in addition to presenting a variety of rapport-building behaviors for teachers' consideration while reflecting on their teaching practices.

Program Directors:

The results of this study may inform the decisions of program directors about hiring new instructors and reviewing the contracts of currently employed faculty. This element of managing rapport could be added to the criteria of evaluating program instructors. The study may also allow a broader understanding of the perceptions and needs of both students and teachers within this particular context and culture. This suggests that the area of rapport management could be incorporated into the feedback teachers receive from their program directors.

Limitations:

The outbreak of COVID 19 erupted while this research was in progress, an occurrence which considerably slowed down the research process. Moreover, students and teachers were already overwhelmed with the shift to online learning, making it more burdensome to fill out the survey and to conduct the interviews.

Freed from these constraints, the results would have been more extensive. Moreover, assigning the categories to the behaviors was influenced by subjective factors, according to the judgment of the researcher.

Recommendations for Future Research:

For future researchers working on the same topic, conducting multiple classroom observations is recommended to obtain natural data that would explain the rationale and the context behind the usage of each rapport management strategy. It is also recommended that researchers investigate the challenges confronting teachers while attempting to build rapport. In-depth interviews with the students could be conducted to investigate the rationale behind their responses. The students' reactions to different rapport management strategies could provide another area for further investigation.

Conclusion:

This study has attempted to narrow the gap between the students' and the teachers' perceptions towards building rapport. It also encourages teachers to spontaneously develop their own approach to rapport-building rather than mimic the strategies that other teachers are applying. This is because what has worked with one teacher might not work with another teacher. Another recommendation is for teachers to recognize the need for attaining comfort on the part of both teachers and students since learning is impeded if the students are anxious in class. While all the strategies mentioned by teachers and the literature seem efficacious, it should be noted that applying one strategy over the other relies on many factors such as the background, the culture, the native language, and the age of the students.

References

- Altman, I. (1990). Conceptualizing "rapport." *Psychological Inquiry*, 1(4), 294-323.
- Baker, V. L., & Griffin, K. A. (2010). Beyond mentoring and advising: Toward understanding the role of faculty "developers" in student success. *About Campus*, 14(6), 2-8.
- Benson, A. T., Cohen L. A., & Buskist, W. (2005). Rap- port: Its relation to student attitudes and behaviors toward teachers and classes. *Teaching of Psychology*, 32, 237-239.
- Boice, B. (1996). Classroom incivilities. *Research in Higher Education* 37:453-86. — — — . 2000. *Advice for new faculty members: Nihil nimus*. Boston: Allyn and Bacon.
- Brown, R., & Gilman, A. (1972). The pronouns of solidarity and power. *Language and social context*, 252-82.
- Brown, G., Gillian, B., Brown, G. D., & Yule, G. (1983). *Teaching the spoken language* (Vol. 2). Cambridge university press.
- Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy*. Upper Saddle River, N.J: Prentice Hall Regents.
- Brown, P., & Levinson, S. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.
- Buskist, W., J. Sikorski, T. Buckley, & B. K. Saville. (2002). Elements of master teaching. In *The teaching of psychology: Essays in honor of Wilbert J. McKeachie and Charles L. Brewer*, ed. S. F. Davis and W. Buskist, 27-39. Mahwah, N.J.: Erlbaum.
- Buskist, W., Saville. (2001). "Creating Positive Emotional Contexts for Enhancing Teaching and Learning." *APS Observer* 19:12-13.
- Busler, J., Kirk, C., Keeley, J., & Buskist, W. (2017). What constitutes poor teaching? A preliminary inquiry into the misbehaviors of not-so-good instructors. *Teaching of Psychology*, 44(4), 330-334.
- Catt, S., Miller, D., & Schallenkamp, K. (2007). You are the Key: Communicate for Learning Effectiveness. *Education*, 127, 369-377.
- Çakir, I. (2010). Criticizing ourselves as teachers through observation: From reflective to effective teaching. *English for Specific Purposes World*, 9(30), 1-12.

- Cazden, C. (1988) *Classroom Discourse: The Language of Teaching and Learning*. Portsmouth, NH: Heinemann.
- Chang, M.-L., & Davis, H. A. (2009). Understanding the role of teacher appraisals in shaping the dynamics of their relationships with students: Deconstructing teachers' judgments of disruptive behavior students. In: *Advances in teacher emotion research* (pp. 95-127). New York: Springer
- Check, J. F. (1997). Humor in education. *Physical Educator*, 54(3), 165.
- Chergui, A., & Merrouche, S. (2018). Investigating the use of humour in the EFL class to maintain student teacher rapport (Master's Thesis). University of Oum El Bouaghi, Oum El Bouaghi, Algeria
- Clunies-Ross, P., Little, E., & Kienhuis, M. (2008). Self-reported and actual use of proactive and reactive classroom management strategies and their relationship with teacher stress and student behaviour. *Educational Psychology*, 28, 693-710.
- Coupland, J. (2003). Small talk: Social functions. *Research on Language and Social Interaction*, 36, 1-6.
- Cranton, P., & Carusetta, E. (2004). Perspectives on authenticity in teaching. *Adult Education Quarterly: A Journal of Research and Theory*, 55(1), 5-22.
- Creasey, G., P. Jarvis, & E. Knapcik. (2009). "A Measure to Assess Student-Instructor Relationships." *International Journal for the Scholarship of Teaching and Learning* 3 (2): 1-10.
- Dörnyei, Z. (2001). New themes and approaches in second language motivation research. *Annual review of applied linguistics*, 21, 43-59.
- Faranda, W. T., & Clarke, I. (2004). Student Observation of Outstanding Teaching: Implications for Marketing Educators. *Journal of Marketing Education*, 26, 271-281.
- Fassinger, P. A. (1995). Understanding classroom interaction: Students' and professors' contributions to student silence. *Journal of Higher Education*, 66, 82-96. doi:10.2307/2943952
- Fink, L. D. (1984). First year on the faculty: Being there. *Journal of Geography in Higher Education*, 8(1), 11-25.
- Fraser, B., & Nolen, W. (1981). The association of deference with linguistic form. *International journal of the Sociology of Language*, 1981(27), 93-110.

- Frisby, B. N., & Myers, S. A. (2008). The Relationships among Perceived Instructor Rapport, Student Participation, and Student Learning Outcomes. *Texas Speech Communication Journal*, 33, 27-34.
- Frisby, B. N., & Martin, M. (2010). Instructor-Student and Student-Student Rapport in the Classroom. *Communication Education*, 59, 146-164.
- Frisby, B. N., Berger, E., Burchett, M., Herovic, E., & Strawser, M. G. (2014). Participation apprehensive students: The influence of face support and instructor-student rapport on classroom participation. *Communication Education*, 63(2), 105-123. doi:10.1080/03634523.2014.881516
- Frisby, B. N., Beck, A., Smith Bachman, A., Byars, C., Lamberth, C., & Thompson, J. (2016). The Influence of Instructor-Student Rapport on Instructors' Professional and Organizational Outcomes. *Communication Research Reports*, 33(2), 103-110. doi:10.1080/08824096.2016.1154834
- Goffman, E. (1967). *Interaction ritual: Essays in face-to-face behavior*. Chicago: Aldine Pub. Co
- Gorham, J., & Christophel, D. M. (1990). The Relationship of Teachers' Use of Humor in the Classroom to Immediacy and Student Learning. *Communication Education*, 39, 46-62.
- Gorham, J. (1988). The relationship between verbal teacher immediacy behaviors and student learning. *Communication Education* 37:40-53.
- Gremler, D. D., & Gwinner, K. P. (2000). Customer-employee rapport in service relationships. *Journal of Service Research*, 3, 82-104. doi: 10.1177/109467050031006
- Gremler, D. D., & Gwinner, K. P. (2008). Rapport-building behaviors used by retail employees. *Journal of Retailing*, 84(3), 308-324.
- Gu, Q., & Day, C. (2007). Teachers' resilience: A necessary condition for effectiveness. *Teaching and Teacher Education*, 23(8), 1302-1316
- Harmer, J. (2007a). *How to teach English*. China: Pearson Education Limited.
- Harmer, J. (2007b). *The practice of English language teaching*. Malaysia: Pearson Education Limited.
- Hativa, N., Barak, R., & Simhi, E. (2001). Exemplary university teachers: Knowledge and beliefs regarding effective teaching dimensions and strategies. *The Journal of Higher Education*, 72(6), 699-729.

- Heintzman, M., Leathers, D. G., Parrott, R. L., & Cairns III, A. B. (1993). Nonverbal Rapport-Building Behaviors' Effects on Perceptions Of a Supervisor. *Management Communication Quarterly*, 7(2), 181-208.
- Hewitt, E. & Stephenson, J. (2012), Foreign Language Anxiety and Oral Exam Performance: A Replication of Phillips's MLJ Study. *The Modern Language Journal*, 96: 170-189.
- Hoffman, E. M. (2014). Faculty and student relationships: Context matters. *College Teaching*, 62(1),13-19. doi: 10.1080/87567555.2013.817379
- Hoyt, D. P., & Lee, E. J. (2002). Disciplin- ary differences in student ratings (Technical report No. 13). Manhattan, KS: The IDEA Center.
- Jacobi, M. (1991). Mentoring and undergraduate academic success: A literature review. *Review of educational research*, 61(4), 505-532.
- Jennings, P. A., & Greenberg, M. T. (2009). The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79, 491– 525.
- Johnson, W. B. (2015). *On being a mentor: A guide for higher education faculty*. Routledge.
- Lakoff, R. T. (1990). *Talking power: The politics of language in our lives*. New York: Basic Books.
- Lavin-Loucks, D. (2018). North Central Sociological Association 2018 Teaching Address: John F. Schnabel Lecture Teaching as Mentoring; Mentoring as Teaching. *Sociological Focus*, 51(4), 267-278.
- Lowman, J. (1995). *Mastering the Techniques of Teaching*. 2nd ed. San Francisco: Jossey-Bass.
- Kearney, P., & T. G. Plax. (1992). Student resis- tance to control. In Power in the classroom: Communication, control, and concern, eds. V. P. Richmond and J. C. McCrosky, 8-100. Hillsdale, N.J.: Erlbaum.
- Keeley, J., Smith, D., & Buskist, W. (2006). The Teacher Behaviors Checklist: Factor analysis of its utility for evaluating teaching. *Teaching of Psychology*, 33, 84-90.
- Krashen, D. (1985) *The input hypothesis: Issues and implications*. London: Longman.

- Krause, K.-L., Hartley, R., James, R., & McInnis, C. (2005). The first year experience in Australian universities: Findings from a decade of national studies. Melbourne: Centre for the Study of Higher Education.
- Mazer, J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll See You on "Facebook": The Effects of Computer-mediated Teacher Self-disclosure on Student Motivation, Affective Learning, and Classroom Climate. *Communication Education*, 56, 1-17. doi: 10.1080/03634520601009710
- McCroskey, J. C. (1976). The problem of communication apprehension in the classroom. *Communication*, 4, 115-133.
- McKinsey, E. (2016). Faculty mentoring undergraduates: The nature, development, and benefits of mentoring relationships. *Teaching & Learning Inquiry*, 4(1), 1-15.
- Meyers, S. (2009) Do Your Students Care Whether you Care About Them?, *College Teaching*, 57:4, 205-210
- Muñoz Fajardo, A. E. (2017). Teacher-Learner rapport on EFL first and second baccalaureate learners' motivation at Unidad Educativa Mariscal Sucre: A case study.
- Murray, H. G. (1997). Effective Teaching Behaviors in the College Classroom. *Effective teaching in higher education: Research and practice*, 171
- Nadler, J. (2007). Build Rapport--and a Better Deal. *Negotiation*, 3, 9-11.
- Neer, M. R., & Kircher, W. F. (1989). Apprehensives' perception of classroom factors influencing their class participation. *Communication Research Reports*, 6, 70-77. doi:10.1080/ 08824098909359836
- Nguyen, H. T. (2007). Rapport building in language instruction: A microanalysis of the multiple resources in teacher talk. *Language and Education*, 21(4), 284-303.
- Orland-Barak, L., & Yinon, H. (2005). Different but similar: Student teachers' perspectives on the use of L1 in Arab and Jewish EFL classroom settings. *Language, Culture and Curriculum*, 18(1), 91-113.
- Parks, M. (2017). Simple strategies to develop rapport with students and build a positive classroom climate. *The National Teaching & Learning Forum*, 26(5), 4-6. doi:10.1002/ntlf.30122
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students*. San Francisco, CA: Jossey-Bass.
- Pascarella, E. T. (1980). Student-faculty informal contact and college outcomes. *Review of educational research*, 50(4), 545-595.

- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. *Handbook of Research on Student Engagement*, (pp. 365- 386). doi:10.1007/978-1-4614-2018-7_17.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. *Language anxiety: From theory and research to classroom implications*, 101-108.
- Remedi, R. A. (2017). Rapport-Development Practices of Outstanding College Faculty (Doctoral dissertation, Northern Illinois University).
- Richmond, V. P., J. S. Gorham, & J. C. McCrosky. 1987. The relationship between selected immediacy behaviors and cognitive learning. *Communication Yearbook* 10:574-90.
- Roach, K. D., Cornett-DeVito, M. M., & DeVito, R. (2005). A Cross-cultural Comparison of Instructor Communication in American and French Classrooms. *Communication Quarterly*, 53, 87-107. doi: 10.1080/01463370500056127
- Rosenfeld, L. B. (1983). Communication climate and coping mechanisms in the college classroom. *Communication Education*, 32, 167-174.
- Ross, W. H., & Wieland, C. (1996). Effects of interpersonal trust and time pressure on managerial mediation strategy in a simulated organizational dispute. *Journal of Applied Psychology*, 81(3), 228.
- Sánchez, C. A. G., González, B. S. G. D., & Martínez, C. D. J. L. (2013). The impact of teacher-student relationships on EFL learning. *HOW, A Colombian Journal for Teachers of English*, 20, 116-129. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/5249710.pdf>
- Scott, T. M. (1976). Humor in teaching. *Journal of Physical Education and Recreation*, 47(8), 18-18.
- Soheim, Y. (2014). Teacher Politeness: A cross cultural comparisons in ESL classrooms (Unpublished Master's thesis). The American University in Cairo, Cairo, Egypt

- Spencer-Oatey, H. (2000). Rapport management: A framework for analysis. *Culturally speaking: Managing rapport through talk across cultures*, 1146.
- Spencer-Oatey, H. (2008). Face,(im) politeness and rapport. *Culturally speaking: Culture, communication and politeness theory*, 2.
- Spilt, J. L., Koomen, H. M. Y., Thijs, J. T., & Van der Leij, A. (2011). Supporting teachers' relationships with disruptive children: The potential of relationship-focused reflection. *Human Attachment and Development*, (in press).
- Swenson, E. (2010). Rapport in the classroom. Retrieved from http://www.usma.edu/cfe/literature/swenson_10.pdf
- The American University in Cairo. (2012). *Faculty Handbook*. Retrieved from <http://www.aucegypt.edu/faculty/Documents/FacHandbook2012-2013.pdf>
- Ting-Toomey, S., & Kurogi, A. (1998). Facework Competence in Intercultural Conflict: An updated face-negotiation theory. *International journal of intercultural relations*, 22(2), 187-225.
- Veldman, I., Van Tartwijk, J., Brekelmans, M., & Wubbels, T. (2013). Job satisfaction and teacher-student relationships across the teaching career: Four case studies. *Teaching and Teacher Education*, 32, 55-65.
- Wanzer, M. B., & Frymier, A. B. (1999). The relationship between student perceptions of instructor humor and students' reports of learning. *Communication Education*. 48, 1.
- Watzlawick, P., & Beavin, J. (1967). Some formal aspects of communication. *American Behavioral Scientist*, 10(8), 4-8.
- Webb, N., & Barrett, L. O. (2014). Student views of instructor-student rapport in the college classroom. *Journal of the Scholarship of Teaching and Learning*, 15-28.
- Wilson, J. H., Ryan, R. G., & Pugh, J. L. (2010). Professor-student rapport scale predicts student outcomes. *Teaching of Psychology*, 37(4), 246-251.
- Yezbick, E. (2016). The correlation between student/instructor rapport, student perceptions of instructor effectiveness, and course grade expectations (A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Education). Liberty University

Appendices:

Appendix A: IRB Approval Letter

CASE #2019-2020-078



To: Lobna Sherif
Cc: Sara Tarek
From: Atta Gebril, Chair of the IRB
Date: March 1, 2020
Re: IRB approval

This is to inform you that I reviewed your revised research proposal entitled “**Students’ Perceptions of Rapport Management strategies used by language teachers in a Middle Eastern university**” and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

A handwritten signature in black ink that reads "Atta Gebril".

Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu



Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000
fax 20.2.27957565
Email: aucirb@aucegypt.edu

Appendix B: Students' Survey

Caring First.. Learning Later

Based on your experience in your university courses, please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Thanks for your time!

* Required

Consent Form



Documentation of Informed Consent for Participation in Research Study

Project Title: Students' Perceptions of Rapport Management strategies used by language teachers in a Middle Eastern university

Principal Investigator: Lobna Sherif

To: Students

You are being asked to participate in a research study. The purpose of the research is to explore the strategies used by teachers in classrooms to build a positive relationship with the students, and the findings may be both published and presented. The expected duration of your participation is one month.

This online survey will take 5-7 minutes for to fill out.

There will not be certain risks or discomforts associated with this research.

There will be benefits to you from this research in a sense that it will enhance the teacher relationship with you contributing to a better learning environment.

The information you provide for purposes of this research is confidential.

Questions about the research, my rights, or research-related injuries should be directed to Lobna Sherif at 002001014171820.

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

5. Nationality *

Mark only one oval.

- Egyptian
 Other: _____

6. Are you still a student?

Mark only one oval.

- Yes *Skip to question 7*
 No *Skip to question 9*

Undergraduates

7. Academic Standing

Mark only one oval.

- Freshman
 Sophomore
 Junior
 Senior

8. In which of the courses listed below are you currently enrolled? *

Mark only one oval.

- ELIN 0101 (English 98)
 ELIN 0102 (English 99)
 ENGL 0210 (English 100)
 RHET 1010
 RHET 1020
 Finished them all

Skip to question 10

Alumni

1. I have read and understood the information included in this form and agree to participate in this study." *

Mark only one oval.

Yes

No

Caring First.. Learning Later

2. Email Address

3. Gender *

Mark only one oval.

Female

Male

4. Age *

Mark only one oval.

17

18

19

20

21

22

23

23-25

25-30

31-40

40-50

50-60

9. When did you graduate?

Mark only one oval.

- 2019
- 2018
- 2017
- 2016
- 2015
- 2014
- 2013
- 2012
- 2011
- 2010
- 2009
- 2008
- 2007
- 2006
- 2005
- 2004
- 2003
- 2002
- 2001
- 2000
- 2000 or earlier

Skip to question 10

Please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Rapport: It is the mutual relationship based on harmony and trust that is powerful enough to reduce threat and structure social interaction (Frisby & Meyers, 2008).

10. 1. The teacher meets us at times outside of the office hours *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

11. 2. The teacher praises our work *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

12. 3. The teacher respects the students' opinions, beliefs, and feelings. *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

13. 4. The teacher asks us questions about our contributions in class discussion *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

14. 5. The teacher laughs with the students *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Rapport: It is the mutual relationship based on harmony and trust that is powerful enough to reduce threat and structure social interaction (Frisby & Meyers, 2008).

15. 6. The teacher is humble *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

16. 7. The teacher admits mistakes *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

17. 8. The teacher is polite to us (says thank you and please) *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

18. 9. The teacher accepts valid excuses for missing class or coursework *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

19. 10. The teacher takes extra time to discuss difficult concepts. *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Rapport: It is the mutual relationship based on harmony and trust that is powerful enough to reduce threat and structure social interaction (Frisby & Meyers, 2008).

20. 11. The teacher is aware of the challenges that we face in the course *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

21. 12. The teacher relates to the interests of our age *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

22. 13. The teacher knows the students' names *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

23. 14. The teacher uses Arabic in class to achieve a specific goal *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

24. 15. The teacher does not humiliate or embarrass students in class. *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

Please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Rapport: It is the mutual relationship based on harmony and trust that is powerful enough to reduce threat and structure social interaction (Frisby & Meyers, 2008).

25. 16. My relationship with my teacher provides a safe environment to make mistakes *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

26. 17. The teacher makes me feel comfortable discussing my personal/ academic/ career life with him/her *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

27. 18. The teacher attempts to find similarities between him/herself and the students *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

28. 19. My teacher replies promptly to my request for assistance on email *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

29. 20. My teacher replies respectfully to emails *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

Please rate the following behaviors on how important they are to you as a student in BUILDING RAPPORT not IN GENERAL

Rapport: It is the mutual relationship based on harmony and trust that is powerful enough to reduce threat and structure social interaction (Frisby & Meyers, 2008).

30. 21. The teacher connects with students as individuals *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

31. 22. The teacher cares about our learning more than grades *

Mark only one oval.

1 2 3 4 5

Most Important in Building Rapport Least Important in Building Rapport

32. 23. The teacher shares clear expectations about the coursework *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

33. 24. The teacher provides qualitative feedback along with grades. *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

34. 25. The teacher challenges us, but at the same time provides help and support *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

35. 26. The teacher shares personal stories with the students that are relevant to the students and/or to the content *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Final Section

36. Are there any behaviors you would have liked to see more in order to create a positive classroom environment?

This content is neither created nor endorsed by Google.

Google Forms

Appendix C:: Teachers' Survey

Care First.. Teach Later

You are kindly asked to rate how important the following behaviors to you as a teacher in terms of building a positive environment in class.

Thanks for your time!

* Required

Consent Form



Documentation of Informed Consent for Participation in Research Study

Project Title: Students' Perceptions and Teachers' Perceptions of Rapport Management strategies used by language teachers in a Middle Eastern university

Principal Investigator: Lobna Sherif

To: Instructors

You are being asked to participate in a research study. The purpose of the research is to explore the strategies used by teachers in classrooms that build a positive relationship with the students, and the findings may be both published and presented. The expected duration of your participation is three months

The survey is expected to take 5-7 minutes.

There will not be certain risks or discomforts associated with this research.

There will be benefits to you from this research in a sense that it will enhance your relationship with your students contributing to a better learning environment.

The information you provide for purposes of this research is anonymous unless you write down your email at the end of the survey to be contacted for a follow-up interview. In that case, your responses would be confidential.

Questions about the research, my rights, or research-related injuries should be directed to Lobna Sherif at lobnasherif@aucegypt.edu

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

1. I have read and understood the information included in this form and agree to participate in this study.

Mark only one oval.

Yes

No

Care First.. Teach Later

2. Gender

Mark only one oval.

Female

Male

3. Nationality

Mark only one oval.

Egyptian

Other: _____

4. Age

Mark only one oval.

25-30

31-35

36-40

41-45

46-50

51-55

56-60

61-65

66-70

71 or more

5. How many years of teaching experience do you have?

Mark only one oval.

- 1 year or less
- 2-5 years
- 6-10 years
- 11- 17 years
- 18 or more

6. Which of the courses listed below are you currently teaching, or have taught in previous years?

Check all that apply.

- ELIN 0101 (English 98)
- ELIN 0102 (English 99)
- ENGL 0210 (English 100)
- RHET 1010
- RHET 1020
- Intensive Academic English for Graduates Program

Please rate how important the following behaviors are to you as a teacher in BUILDING RAPPORT with the students not how important they are IN GENERAL.

7. 1. I meet students at times outside of the office hours *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

8. 2. I praise the students' work *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

9. 3. I respect the students' opinions, beliefs, and feelings. *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

10. 4. I ask students follow-up questions about their contributions in class discussions. *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

11. 5. I laugh with the students *

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate how important the following behaviors are to you as a teacher in BUILDING RAPPORT with the students not how important they are IN GENERAL.

12. 6. I am humble when I talk with the students

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

13. 7. I admit mistakes

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

14. 8. I talk in a polite way to students (says thank you and please)

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

15. 9. I accept valid excuses for missing class or coursework

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

16. 10. I take extra time to discuss difficult concepts.

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate how important the following behaviors are to you as a teacher in BUILDING RAPPORT with the students not how important they are IN GENERAL.

17. 11. I am aware of the challenges that students face in the course

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

18. 12. I relate to the interests of the students' age

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

19. 13. I know the students' names

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

20. 14. I use Arabic in class to achieve a specific goal

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

21. 15. I do not humiliate or embarrass students in class.

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate how important the following behaviors are to you as a teacher in BUILDING RAPPOR with the students not how important they are IN GENERAL.

22. 16. I provide a safe environment for students to make mistakes

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

23. 17. I make the students feel comfortable discussing their personal/ academic/ career life with me

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

24. 18. I attempt to find similarities between me and the students

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

25. 19. I reply promptly to the students' requests for assistance on email

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

26. 20. I reply respectfully to students' emails

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Please rate how important the following behaviors are to you as a teacher in BUILDING RAPPORT with the students not how important they are IN GENERAL.

27. 21. I connect with students as individuals

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

28. 22. I care about the students' learning more than grades

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

29. 23. I share clear expectations about the coursework

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

30. 24. I provide qualitative feedback along with grades.

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

31. 25. I challenge the students, but at the same time provide help and support

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

32. 26. I share personal stories with the students that are relevant to them and/or to the content

Mark only one oval.

	1	2	3	4	5	
Most Important in Building Rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Least Important in Building Rapport

Final Thoughts

33. Are there any behaviors you would like to add that create a positive classroom environment?
