The Effective Use of Positive Rapport in EFL Students

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ABSTRACT

One of the common scenarios in English teaching is that students may pay more attention in learning grammar rules and vocabulary, and do not develop their speaking fluency with the same interest. It is the English teachers' duty to provide more opportunities to use the target language for interpersonal rather than transactional purposes.

One motivational strategy that can be used to overcome this problem is the establishment of positive rapport to promote the use of English for social purposes. Buskist & Saville (2001) recommend language teachers to establish rapport to help shy students to interact more often in class. Dorneyi (2001) confirms that rapport is an effective motivational strategy in language learning. This research project consists of exploring how English Foreign Language teachers establish rapport with their students in Level 9 (600 hours of language input) Advanced English classes at the Language Department of the Language School, Campus IV, UNACH.

In order to conduct this research, EFL Advanced classes were observed to record students' reactions to teachers' rapport-based actions and explore the possible benefits that these interactions bring to student's speaking development. At the end, this project concludes how beneficial positive rapport is as a motivational strategy to develop students' speaking fluency.

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CHAPTER 1. RESEARCH BACKGROUND

1.1 INTRODUCTION

One of the many goals in teaching English as a Foreign Language (EFL) is to help EFL learners to develop efficient language skills to be able to communicate orally in the target language. EFL teachers must use every tool that has proved to work and contribute to their students' language development. There is a concern in helping learners to be able to express their ideas naturally, without any hesitations or problems that could break communication.

However, this goal can be jeopardized when EFL students focus on passing grammar tests and show resistance to speak the target language. It might be common in foreign language contexts where EFL learners may think it is not important to be able to speak to English native speakers, as there is little or no interaction with foreigners in their context. These EFL learners may only show interest in learning vocabulary and grammar rules so that they can pass their classes. Thus, they can complete an English course and still fail to have a conversation in the target language.

Consequently, it is important to develop effective strategies to enhance EFL students' speaking abilities. Positive rapport, the relationship between the teachers and their students (Harmer, 2001), can be a useful motivational strategy to provide opportunities to develop interpersonal communication in the EFL classroom. EFL teachers could take advantage of their students' trust and the interaction they have with them to encourage their students to express themselves in English.

This research aims at exploring how Language Department Campus IV, UNACH EFL teachers establish rapport with their students, and exploring how they can use this social connection for encouraging their learners to develop their oral communicative skills. It also intends to present evidence of how positive rapport can motivate EFL students to speak the target language more fluently.

1.2 PROBLEM

In Tapachula, Chiapas, the Language Department of the Language School Campus IV, UNACH (Universidad Autónoma de Chiapas), is an important educational institution that has offered courses to promote the learning of foreign languages – English being one of them - since 1980. Over the years, this language school has enjoyed the preference of society in Tapachula, helping a considerable number of students to learn English effectively. The alumni are usually composed by UNACH students from different programmes (Accounting, Medicine, Management, Chemistry, and Pedagogy, among others), high school students, and public in general who wishes to learn English as a foreign language. UNACH students must take at least six levels of English as a requirement for obtaining their college degrees; in the case of students of the BAs of Tourism and International Commerce, they must study nine levels. On the other hand, non-UNACH students take English classes for other different purposes, such as professional, academic or personal interest.

The courses are organized into nine levels, the first six levels are called Basic English courses and the last three are referred to as Advanced English levels. Every level consists of 75 hours of English class instruction, given in two school terms a year. This means that an EFL student who completes the nine levels at the Language Department Campus IV, UNACH, will have studied English as a foreign language for four and a half years. At the end of this study time, Language Department students are expected to have learnt English integrally, developing the main four language skills: speaking, listening, reading, and writing.

The curriculum on which these English courses is based is a combination of structural and functional syllabi. The selected course book that satisfies the needs of this curriculum is the *Interchange* series and *Passages*, written by Jack C. Richards, Jonathan Hull, and Susan Procter (2nd Edition, 2007, Cambridge University Press). These textbooks include communicative activities and encourage EFL learners to share their ideas with their peers or with their teachers.

The Coordinator of the Language Department Campus IV, UNACH, has supervised the teaching staff and has confirmed that they do implement communicative activities as the curriculum demands.

Unfortunately, a phenomenon in the Language Department Campus IV students in Advanced English courses has been detected in the latest years. In spite of the integral teaching of the target language, the considerable amount of language input, and the communicative nature of the curriculum, most of the EFL (English as a Foreign Language) students at Language Department Campus IV, UNACH complete their courses with a good linguistic competence, but they lack effective oral communication skills. This means that these learners cannot engage into a conversation with another English speaker. They usually get nervous and keep quiet, answer with single words, or even switch to their mother tongue. Based on years of teaching experience, the researcher has observed that most of EFL learners focus on passing their grammar tests, neglecting their communicative skills. It is very common to find students who are more worried about passing the level rather than developing their speaking and listening. They usually spend time in the library or get tutors to prepare them for final exams, instead of practicing their communicative performance.

Two important events can be presented as evidence of the fact that most of the English students at UNACH, Campus IV are more focused on their grammar tests than on their conversation skills. The first one is the final oral exams at the end of the semester. As Language Department Campus IV teachers, the researchers have had the opportunity to evaluate several students of Advanced English levels, and the majority of them do not get a higher score than 6 or 7, meaning their communicative skills are not satisfactory. In general, students come to the oral exam with a negative, nervous attitude and they would prefer to avoid doing it. Typically, UNACH students take their oral exam with uncertainty and produce short utterances as answers to open questions (*What type of family do you have*, *what kind of people do you like to befriend?* among other questions).

They also present hesitations, repetitions, and words in Spanish, breaking their fluency in the target language.

The second event that confirms the there is a lack of communicative competence in most Language Department Campus IV English students is the poor communicative performance some of them displayed in Puerto Chiapas[1]. In 2006, the first cruise ship arrived at Puerto Chiapas as a tourist destination. Some students, who had taken the 9 levels of the Advanced English course and were studying Tourism Business Management at the time, were asked to offer local products to the foreign visitors but they failed to have effective communication. They could not understand when the tourists talked to them; the tourists could not understand them; and they got nervous and had a frustrating experience. All this happened due to the fact that they did not have their speaking and listening as developed as the situation required. Consequently, students in the BA in English teaching were hired in their place in 2008, as they had a better communicative competence. These students could have conversations with tourists and helped them with their inquiries, as they could understand them without any problem. Employers were happier with their performance since it was possible to promote their products and services to the tourists more effectively.

These two events prove the fact that even though Language Department Campus IV students are successful in their grammar tests, their communicative skills do not allow them to engage in conversations with English speakers outside the classroom. This means that the Language School Campus IV, UNACH is not entirely fulfilling its mission of providing an integral teaching of English as a Foreign Language to its students. According to UNACH official website[2], the Language Departments located in Tuxtla Gutierrez, San Cristobal de las Casas and Tapachula have the mission to contribute to UNACH graduate students' development of professional capacities through foreign language teaching. In other

[1] Puerto Chiapas is a terminal for cruise ships located 30 minutes from Tapachula. Website is wwww.puertochiapas.com.mx

[2] www.unach.mx

words, students who complete the nine levels of the Advanced English course should be able to read, write, comprehend, and speak the target language so that they can establish personal, academic, or professional communication with people from other cultures.

Many EFL teachers at UNACH Language Department are not aware that establishing a friendly and cooperative relationship with their students could help developing their learners' communicative skills. *Rapport,* the term given to this relationship between teacher and students (Harmer, 2007), is an element to build a positive atmosphere in the EFL classroom. This positive relationship can be helpful to both teaching and learning of a foreign language. Unfortunately, it seems that very few English teachers at Language Department Campus IV are interested in building this positive connection with their students. Therefore, it may be common to find that there is not a friendly and encouraging environment in the Language Department English classes. This causes EFL students to become inhibited to participate in class, which narrows the opportunities to develop their speaking and listening abilities in the target language. For instance, English learners may not want to participate again if the teacher ignores them even when they raise their hands, or the teacher corrects the student inappropriately. It may also happen that teachers are too strict with classroom rules or they only focus on correcting book exercises, worksheets, and very few speaking activities with no wishes to take communication beyond. In this case, learners usually feel uncomfortable in class and prefer to be silent and not participative, or what is worse, participate in their mother tongue refusing to practice the target language.

All these aspects have led to the current, general situation in the Language Department, Campus IV where its EFL students pass their English levels based on their grammar test results, homework delivery, and other non-communicative assessment criteria. Consequently, most students who complete their nine levels simply cannot have conversations with other English speakers. Unfortunately, neither the Coordination of the Language Department nor School Records

Department have any statistics about this aspect. On the other hand, the researchers have had enough teaching experience to witness this educational phenomenon. As oral examiners, they have scored student's grade is between 5 and 6 on average, being 10 the perfect score. Furthermore, most students in Advanced Level English courses do not present the development they should have in their oral skills. This is why it is necessary for EFL teachers at Language Department Campus IV, UNACH to apply effective strategies to develop oral communication skills in their learners, so that they can achieve the intended integral (both linguistic and communicative) learning of the foreign language.

1.3 JUSTIFICATION

As defined by the British Council (2008), *rapport* is the relationship between teachers and students that enables the building of a positive environment that will help the teaching-learning process be successful. Unfortunately, the distance that teachers keep from their students at the Language Department Campus IV, UNACH, has hindered language learners to develop a communicative competence in English. In other words, the lack of establishing a friendly environment that promotes interpersonal communication among students has affected student's performance when engaging in conversations.

For these reasons, this research assumes that the introduction of positive rapport as a motivational strategy to encourage EFL learners to be engaged in English interpersonal communication can be beneficial for the teachers at Language Department Campus IV, UNACH. Firstly, they can create a positive atmosphere in their classes. This friendly setting can provide a safe environment in which EFL students can feel confident enough to engage in conversations with their teachers or their peers. Secondly, Language Department Campus IV teachers can turn their predominantly traditional classes into a more communicative experience for their students. These benefits will provide a more humanistic and

communicative value to English teaching, and these teachers will not see EFL as a just academic and transactional class.

The educational institution where this research will take place will be benefited as well. If its EFL teachers start applying strategies and take steps to promote oral communication, their students will be able to develop both their communicative and linguistic competences. Language Department Campus IV students will learn English integrally as they were meant to, and this will help not to have a loss of the prestige that this school still enjoys among the members of society in Tapachula.

Finally, this research will contribute to the state of art about the benefits of rapport in English teaching. In recent years, rapport has been studied in educational contexts by different authors, such as, Coupland (2003), Frisby & Martin (2010) and Dyrenforth (2014). Before that, rapport had been considered merely an element of classroom management (Harmer, 2007; Underwood, 1987), been ignored in favor of other variables, such as teaching methods, testing, and techniques (Buskist & Saville, 2001). For example, Language Department Campus IV teachers pay more attention to the coursebook they use, the materials they take to the class, the activities they implement, the rules they set for their students, or the exams they apply. Unfortunately, they do no pay the same attention to how they get along with their students, which is a key element that can guarantee or hinder the success of their other decisions. Additionally, this research will give more importance to positive rapport as an effective motivational strategy to promote and improve EFL students' oral communication. Therefore, a new perspective for the human relationships between teachers and students will be offered for further development.

1.4 CONTEXTUAL FRAMEWORK

This section aims at providing the necessary information for the reader to understand the context in which this dissertation was developed. The institution will be described as well as the subjects and the object of this research project.

1.4.1 PLACE OF RESEARCH

This investigation was developed at the Language Department of the Language School of the Universidad Autonoma de Chiapas (UNACH), Campus IV, which is located in Tapachula, Chiapas, Mexico. The UNACH was founded in 1974 in Tuxtla Gutierrez, capital city of Chiapas, opening three more Campuses in 1975 in San Cristobal de las Casas, Comitan, and Tapachula (Nuñez y Bodegas, 2003). According to its 2016 official website, this university has 9 campuses, with Language Schools in Tuxtla Gutiérrez (Campus I), San Cristobal de las Casas (Campus III), and Tapachula (Campus IV).

Currently, the Language School in Tapachula, Campus IV offers three different programs: the Bachelor´s Degree in English Language Teaching; the Departamento de Lenguas, which offers foreign language courses for university students and the public in general; and an English program for children called “English for Kids”.

The Language Department Campus IV offers English courses for the general public and university students. This English program is divided into: Basic Level, which consists of six semesters; and the Advanced Level, which is constituted by three levels. Every level is distributed into 75 hours of English input a semester, five hours a week. At the end of the sixth semester, students obtain the Basic English Diploma, which equals to a B1 level according to the Common European Framework of Reference for Languages (CEFRL), and when they finish the nine semesters, students graduate from the complete course and receive an Advanced English Diploma, which equals to a B2 level according to CEFRL.

The Coordination of the Language Department confirms that the textbook used for both Basic and Advanced English courses are the *Interchange* series (Richards, Hull, and Proctor, 2014, 4th Edition, from Cambridge University Press) for Levels 1-7, and *Passages 1* (Richards & Sandy, 3rd Edition, 2007, Cambridge University Press) for Levels 8 and 9. Based on the authors of these textbooks, they follow the teaching and learning principles of the Communicative Approach, which aims at English learners to be communicative competent in the four major skills: listening, reading, writing, and speaking (Richards & Rodgers, 2001).

1.4.2 SUBJECTS OF RESEARCH

The participants of this investigation are teachers and students who constitute the three classes of the Advance English course of the Language Department Campus IV, UNACH, in the term January – June 2015. These classes will be named 9 A, 9 B, and 9 C. Based on preliminary surveys (Appendix 1), the profiles are described in the following sections.

Class 9 A

This class is given on weekdays from 8 am to 9 am. There are 17 students, 9 female and 8 male, aged from 21 to 23. All of them are university students from different undergraduate programs: eight from BA in Tourism Management, three from BA in Chemistry, five from BA in Medicine, and two from BA in International Commerce. All of them have taken 600 hours of English input, except for three Medicine students, who were placed in Level 7 two semesters ago, so they have only taken 150 hours of English input in this school. In general, they study English because they need to be certified in this foreign language in order to get their college degree. They like to learn English with music, games, grammar exercises, and teacher's explanations. A few of these students (four) like to speak in English.

The teacher assigned to 9 A will be called Teacher A in this dissertation. Based on school records, Teacher A is a 47-year-old male English teacher with 19

years of experience. Nonetheless, he was not formally trained to be an English teacher until three years ago, when he graduated from the online BA in English from Language School, UNACH, Campus IV. He has travelled abroad and he also speaks French and only teaches in the mornings at the Language Department Campus IV.

Class 9 B

In 9 B, 22 students take English class from 1 pm to 2 pm from Monday to Friday. There are 13 female and nine male, aged from 22 to 23. All of them are university students from two different undergraduate programs: twelve learners of BA in Tourism Management, and seven learners of BA in Medicine. All of them have taken 600 hours of English input, but they met each other when they were in third level, having the first two levels separately in their college schools. In general, they study English because it is a requirement to get their college degree. They like to learn English with music, games, role plays, listening exercises, communicative activities, grammar exercises, and teacher's explanations.

The teacher assigned to 9 B will be called Teacher B in this dissertation. Based on school records, Teacher B is a 49-year-old male English teacher with 15 years of experience. He does not have a formal college training. He does, however, have an In-service Certificate in English Language Teaching given by the British Council through the Language School Campus IV, UNACH in 2005. His experience with language teaching includes teaching Spanish to foreigners when he lived in Canada.

Class 9 C

The schedule for 9 C is from 3 pm to 4 pm from Mondays to Fridays. There are 12 students, 6 female and 6 male, aged from 17 to 21. The population for 9 C is diverse: four are high school students in their senior year; six are university from BA in Tourism Management, and two university students from BA in Medicine. All

of them have taken 600 hours of English input, but they have integrated this class coming from different schedules. University students take English class because they know it is an important requirement for their graduation, while high school students study English so they are prepared for university and they can get scholarships to study abroad. They like to learn English with music, games, movies, role plays, listening exercises, video activities, communicative activities, grammar exercises, and teacher's explanations.

The teacher assigned to 9 C will be called Teacher C in this project. Based on school records, Teacher C is a 34-year-old male English teacher with seven years of experience. He graduated from the BA in English Language Teaching from Language School, UNACH, Campus IV, in 2005. He has never travelled abroad but he interacts with foreigners very often in his church.

It is important to mention that all three teachers are male but then they differ in several other categories. Teachers A and C are formally trained while Teacher B has only taken an ICELT training. Teachers A and B are older and have more teaching experience than Teacher C. However, this research does not consider such variables, as the focus is on how English teachers can take advantage of an established positive rapport with their students to motivate them to speak more fluently, regardless of their training, age, gender, or teaching experience.

1.4.3 OBJECT OF RESEARCH

In the teaching/learning process of a foreign language, there are two main participants: the teacher and the student. In order to achieve effective learning, these participants interact with each other while the class is being conducted. It is in this interaction where a consistent relationship emerges. Rapport is essentially the relationship that students have with their teacher and vice versa (Harmer, 2007), when they interact day after day in the classroom. Buskist & Saville (2001) define it as a positive emotional connection between students, teacher, and subject matter that emerges from the manner in which the teacher constructs the learning

environment. In other words, rapport is a synergy, mutual liking and respect between the teacher and the students, characterized by trust and understanding (Khalsa, 2007:9).

Rapport can also be seen as the positive relationship of mutual trust and respect between the teacher and the students, on a personal and not just on an academic level (Dornyei & Murphey, 2003:104). For this research, rapport will be taken as the friendly, positive relationship between the teacher and the students that provides trust and motivation to informally use the target language for interpersonal purposes. It will focus on EFL learners' social and emotional connection with their teachers and with English learning. For example, this research will consider positive rapport when the following incidents are detected in the classroom:

- Teachers use students' names to refer to them. Harmer (2007), Dornyei (2001), and Edge (1993) state that EFL students feel comfortable when teachers know what their names are, instead of using a number or pronouns to refer to them.

- Teachers show genuine interest in students' likes, behaviors, and hobbies. Dornyei (2001) recommends EFL teachers to learn about their students' interests to include them in their lessons, so that learners feel they are being taken into account in the course.

- Teachers use informal language to socialize with students, and allow them to use the same casual language to talk to them. A good communication between teacher and students can assure effective learning. This communication includes casual, frank language that is usually used among friends face to face, on mobile, on public places, inside or outside the classrooms, and on computer-based technologies (Yadav, 2012).

- Teachers celebrate holidays, students' birthdays and students' accomplishments. Several authors (Edge,1993; Buskist & Saville, 2001; Dornyei, 2001; Harmer, 2007; Yadav; 2012) have affirmed that socializing with students is an excellent way to establish positive rapport. Celebrating students' birthdays or holidays at school provides essential time to socialize. In social contexts, students tend to use the target language for interpersonal communication (Nunan, 1999), focusing more on fluency rather than accuracy.

- Teachers show respect, friendliness and a sense of humor when interacting with their students inside and outside the classroom. Buskist & Saville (2001) emphasize that a relationship based on mutual respect can guarantee the achievement of all participants' objectives. They also mention that good humor is an important element for students to show interest in the class. Finally, Yadav (2012) states that learners usually keep a distance from their teacher as they feel they are psychologically dominated by them; respect, friendliness and good humor help shorten that distance and students feel motivated to participate in classroom activities.

- Teachers use personalization for teaching the target language. To reinforce that teachers consider students' interests in class, Dornyei (2001) recommends to use personal topics and examples. For instance, the extra material used in class (readings, videos, magazines, etc.) can be based on the topics that students find personally interesting. Likewise, teachers can use personal information or facts from students to illustrate the target language.

Taking all these actions together constitutes what a positive rapport is. Pianta (1999, as cited in Clark, 2014:25) defines “this student-teacher relationship as an open communication and emotional and academic support that exists between teachers and students”. This can only be achieved by showing genuine concern for our students and by helping them not only to be successful at learning a target language, but also helping them to feel comfortable while achieving their learning goals.

Unfortunately, not all teachers agree on having such an open, close connection with the students. Yadav (2012) shares his experience of using rapport as a strategy for promoting his students’ successful English learning in a high school where his colleagues did not approve of his close relationships with his students. He states that even his most experienced peers criticize him having a good, relaxed, social distance from his learners, claiming it is not a good idea that students ignore the authority line that separates teachers from students. The same context happens in the Language Department Campus IV; traditional English teachers always choose to be distant from their students and have a strict control on their learning, failing to learn their students’ names and not being interested in helping them to develop their speaking skill. English teachers who tend to a more communicative approach promote the use of rapport even though they are criticized they do not get respect from their students.

In spite of this criticism, rapport can be seen as an opportunity to promote the use of the foreign language for interpersonal purposes in this dissertation project. In other words, EFL teachers could take advantage of the positive rapport they establish with their students as a motivational strategy to encourage them to develop their speaking fluency. Yadav (2012) explains that having a positive relationship with students provides a platform in which students dare to participate more frequently and learn more actively, creating a link between what is learnt in the lessons and what happens outside the classroom.

In light of the above, it is important to understand the concept of motivational strategy before implementing positive rapport in the language classroom for

communicative purposes. A motivational strategy must be based on the fact that EFL learners are interested in achieving an educational objective as long as they feel comfortable with the teacher and the learning subject. Weiner (1984, as cited in O'Keefe, n.d.) explains that students try to understand why they fail or succeed in their learning. He adds that it is easier for them to cope with learning tasks in a motivational classroom atmosphere that considers emotions from both teachers and learners.

Another way to define a motivational strategy is the way it can be used to help EFL students reach the goal they have established for themselves. Dweck (1986) distinguishes two main types of objectives in learning: performance goals and mastery goals. The performance goals refer to the need of proving how efficient their learning is to other participants, such as the teacher and their classmates. The mastery goals consist of learning in order to become competent. In English learning, competence can be achieved through grammar tests; performance goals, on the other hand, could require more expertise in language skills, especially speaking fluently.

For this research project, a motivational strategy will be taken as a procedure to be implemented in the classroom environment for all three Level 9 groups of the Language Department Campus IV, in order to help the students reach their learning goal integrally, which is developing both communicative and linguistic competences in English. Dornyei (2001) states that highly motivated students will naturally achieve their learning goals. He also states that having a friendly learning environment will contribute to motivate learners in the EFL classroom. Therefore, this research offers the use of rapport as a motivational strategy to encourage students to use the foreign language for interpersonal purposes.

Helping students achieve their performance goals is a teaching objective where rapport may contribute as a motivational strategy. By creating a friendly learning environment, students may feel free to develop their speaking. Spiegel (2012, as cited in Clark, 2014) concluded that positive student-teacher

relationships enhance students' learning and create an environment for continuous improvement. Thus, language teachers can know what goals their students are trying to reach with the help of positive rapport, and then design lessons around those objectives.

For this particular research, positive rapport can be used as a motivational strategy to make students aware that they can improve their speaking fluency if they use the target language for socializing rather than just fulfilling a transactional purpose. For this purpose, rapport must be positive, as rapport can be positive (it enhances smooth relations in the classroom), negative (it neglects these relationships and increases the distance between teacher and students) or neutral (it maintains a relationship that neither enhances nor damages learning objectives) (Spencer-Oatey, as cited by Kidd, 2016). Positive rapport may also benefit students in terms of having a better self-esteem when speaking in English. Convington and Omelich (1984, as cited in Ames & Archer, 1988) point out that learners are highly motivated when they feel confident and have positive feelings about the situation when performing educational tasks. This is why it is important to pay attention to every learner and focus on his or her individualism; this can be achieved through positive rapport.

In other words, the object of research for this project is how teachers at Language Department Campus IV, UNACH perform the actions listed as positive rapport with the intention to motivate their students to use English for socializing purposes.

1.5 RESEARCH QUESTIONS

This investigation will intend to answer the following questions that emerged from the EFL teaching-learning experience. These questions will lead and narrow the research, as well as determine the appropriate methodology and instruments. The research questions are:

- Do Level 9 EFL teachers at Language Department Campus IV, UNACH, establish positive rapport with their students, considering rapport as a mutual positive emotional connection that allows a friendly, collaborative learning environment to reach both teachers' and student's goals (Buskist & Saville, 2001)?

- If they do, how can these EFL teachers take advantage of rapport to motivate students to use English with interpersonal purposes?

- If any, what are the benefits of using positive rapport as a motivational strategy to promote interpersonal communication in EFL learners?

1.6 OBJECTIVES

Having the object of research presented in the previous section as a basis, it is time to present the general and specific objectives that this research project intends to achieve. Any investigation must have these objectives, as they constitute the direction the researcher will take and the parameters that will determine whether the research was successful or not (Mackey & Gass, 2005).

1.6.1 GENERAL OBJECTIVES

There are two general objectives for this research. The first general objective is to explore positive rapport as a motivational strategy to encourage EFL learners to communicate orally in the foreign language. Even though there is enough knowledge about rapport as a strategy in EFL teaching and learning, there is little information about using positive rapport as a motivational strategy to encourage students to speak more fluently. This investigation will provide a thick description of how rapport is introduced in the EFL classroom in the Language

Department Campus IV, UNACH, and how it can be used as a motivational strategy to develop students' speaking fluency.

A second general objective for this research project is to discover possible benefits of using positive rapport as a motivational strategy to foster students' interpersonal communication. The achievement of this practical objective will provide more importance to positive rapport beyond classroom management.

1.6.2 SPECIFIC OBJECTIVES

The following specific objectives must be followed in order to achieve the previously stated general objectives:

- To determine students' communicative competence at the beginning and at the end of the research project

- To identify the Level 9 teachers' strategies to establish positive rapport with their students based on Harmer's (2007), Dornyei's (2001), and Buskit & Saville's (2001) framework

- To identify teachers' rapport-based actions to motivate students to speak the foreign language

- To classify these actions into interpersonal or transactional use of the English language (based on Nunan, 1999)

- To identify students' attitudes, reactions, and uses of English with interpersonal purposes towards teachers' rapport-based actions

In order to find the answers for these research questions, an effective methodology must be designed. This methodology should aim at collecting the

adequate information that will work as evidence. Nonetheless, it is important to first review the state of art in language teaching so that the preview studies can bring light to this research and help it achieve its objectives

CHAPTER 2. LITERATURE REVIEW

2.1 RAPPORT

Rapport has not always been a central element in English language teaching. It has been considered a simple element related to classroom management for years. For instance, Underwood (1987) mentions that a good English teacher must have the ability to create a friendly, cooperative classroom atmosphere. This environment works as a useful framework for EFL learners to feel confident and participate more in class. She does not write about how to build a good relationship with students, though. There has been recent development in which rapport has gained importance in language teaching in the last two decades. Brookfeld (2006) expands Underwood's ideas for instance when he describes a skillful teacher as one who can see students as human individuals with different needs and expectations. However, not too many experts in EFL teaching have written about using positive rapport as a motivational strategy to promote interpersonal communication in learners.

Fortunately, rapport has a more active role in other disciplines. Brooks (1990) emphasizes that establishing a positive rapport with clients in any business transaction can guarantee the success of any agreement. He states that a friendly interaction and the introduction of a genuine interest on each other automatically triggers a cooperative relationship among the participants. When a businessperson and his clients are in rapport (Brooks, op. cit), it will be easier for them to negotiate and to agree on terms that are beneficial for both parties. This is why establishing a positive rapport is a common topic in seminars for business people.

Psychology is another field that has a growing interest in positive rapport. John Grindler, a psychologist, and Richard Bandler, a linguistics student, developed a program called Neurolinguistics Program in the 1970's (Richards & Rodgers, 2001). The authors were interested in determining how successful communicators could relate to audiences, and they found that these speakers had similar strategies to connect with the people they interact with. Additionally, rapport is a key principle of the Neurolinguistics Program, as it is essential to maximize similarities and minimize differences between people at a non-conscious level. This positive relationship between people promotes a successful communication between psychologists and their clients, which means that positive rapport can also be useful for a better communication between EFL teachers and their students.

With the advantages that other disciplines see in the use of positive rapport as a strategy, it is time now to determine what benefits are obtained when using rapport as a motivational strategy to promote interpersonal communication in English language teaching. After all, teaching and learning a foreign language has the same nature as those interactions in business and in psychology. As in a business transaction or a psychological session, a language class has two participants (businessman-client, psychologist-patient, teacher-student) that interact within a framework which provides the best circumstances in order to achieve a common goal. Based on this, it is possible to state that both teachers and students may benefit from an effective use of positive rapport. This research intends to promote this in language teaching, as it has an interdisciplinary nature, given to the fact that it is also supported by results found in education, psychology, and business.

As mentioned before, rapport has gained importance in recent years. In education, the ability of teachers to create a classroom environment of respect and rapport is highly appreciated. In fact, building a positive rapport that fosters a positive climate for learning, equity, and excellence is now part of "Pedagogy and Professional Responsibilities Standards", a text published in 2011 by the Ministry

of Education from Texas, United States, for those who teach 12th grade of high school. In this document, high school teachers are required to establish positive rapport with their students in order to create a respectful, cooperative atmosphere. Additionally, they must manage classroom procedures and students' behavior in a way that learners feel confident enough to communicate their needs and learn effectively.

2.2 HOW TO ESTABLISH RAPPORT

The question that arises at this point is how EFL teachers can establish a positive and effective rapport for a better teaching/learning experience. Harmer (2001:113) explains that rapport is based on two main bases. The first component is the students' perception of the teacher as a good leader and a successful professional. EFL learners become more participative when they appreciate that their teachers know about their profession and especially, they love what they do. This gives them enough confidence to engage in the learning process.

The second element to build rapport that Harmer (2001:113) points out is primarily the most important for this research project: the interaction between teachers and students. Rapport mainly depends on how EFL teachers socially interact with their learners. This interaction is directly connected with four key characteristics (Harmer, op.cit) of the relationship between teachers and students: recognizing students, listening to them, respecting them, and being even-handed with them.

Harmer (2007), Dornyei (2001), and Edge (1993) agree that students want their teachers to know who they are. It is important that EFL teachers know not only their names, but also their learning styles, interests, and personalities. With this information, English classes can result interesting, relevant, and motivating to keep on learning the foreign language. Similarly important is the fact that EFL teachers need to pay attention to what students say in class. It can be very

discouraging and disappointing for learners if their teachers do not listen to their participations, leading to an uninterested attitude that will hinder their learning of the target language.

Harmer (2001) also mentions that respect is an essential element for building rapport. At all times, students need to feel they are appreciated by their teachers, and respect is the key to this appreciation. Therefore, EFL teachers need to be careful when correcting their students, so that they do not feel discouraged or offended when given feedback. In addition, EFL teachers must not criticize or make their students look ridiculous in front of the whole class. These unfortunate events can lead to a total mistrust and the teaching/learning process can lose its effectiveness. Finally, Harmer (op. cit) points out that treating all students equally provides a cooperative environment in which learners will work and help each other.

Fortunately for EFL teachers, there are several strategies that can be implemented in the language classroom for building rapport. Dornyei (2001:38) proposes the following actions:

- Greet students
- Remember their names
- Notice interesting features of their appearance
- Learn something unique about each student
- Ask them about their lives outside school
- Show interest in their hobbies
- Recognize birthdays
- Move around in class
- Include personal topics and examples
- Send notes/homework to absent students

Buskist & Saville (2001) add these strategies to Dornyei's suggestions:

- Show a sense of humor
- Be available before, after or outside of class
- Encourage class discussion
- Share personal insights and experiences with the class
- Relate course material in everyday terms and examples
- Understand that students occasionally have problems that arise and inadvertently hinder their progress.
- Appreciate your students; remember that every student has his or her own special talents. Take time to recognize those gifts.
- Chat with your students; show an interest in them as individuals.
- Trust your students; unless given cause to do otherwise, give them the benefit of the doubt.
- Show your enthusiasm; let the passion you feel about your subject matter inspire your students.
- Create and use personally relevant class examples.
- Interact more, lecture less - emphasize active learning.
- Lighten up - crack a joke now and then.
- Be humble and, when appropriate, self-deprecating.
- Make eye contact with each student - without staring, glaring, or flaring.
- Be respectful.
- Be polite; one instance of rude behavior or harassment can destroy rapport forever.
- Be gentle; if a student performs poorly, take care to communicate clearly that it is the quality of work you find unacceptable, not your student.
- When all else fails, smile a lot - students will think you like them and your job.

As it can be appreciated, all these actions will lead EFL learners to have a friendly relationship with their teachers. Creating a positive atmosphere is vital for language learning, since positive emotional involvement leads to effective learning

(Edge, 1993). In other words, building an effective rapport ensures a positive context that helps students learn more effectively (Buskist & Saville, 2001).

2.3 RAPPORT AND ORAL COMMUNICATION

Rapport opens a channel of communication between the teacher and the students (Harmer, 2007). This fact provides opportunities for EFL learners to use the target language for interpersonal purposes (Halliday, 1994). Nunan (1999) discusses that EFL students can use the target language with two purposes: transactional and interpersonal. Learners use transactional English when they interact with the teacher under formal instruction to carry out the teaching- learning process. On the other hand, interpersonal communication happens when EFL learners use the target language in order to socialize and establish human relationships. By using the foreign language for socializing, EFL learners focus on communication rather than structure, which enhances their speaking and listening abilities (Edge, 1993; Smith, n.d.).

After all, the interpersonal use of the target language, English in this case, is an example of oral communication. Harmer (2001) defines oral communication as the interactional process to exchange information through language use, in which a speaker becomes a listener and vice versa. This process is illustrated with Figure 1.

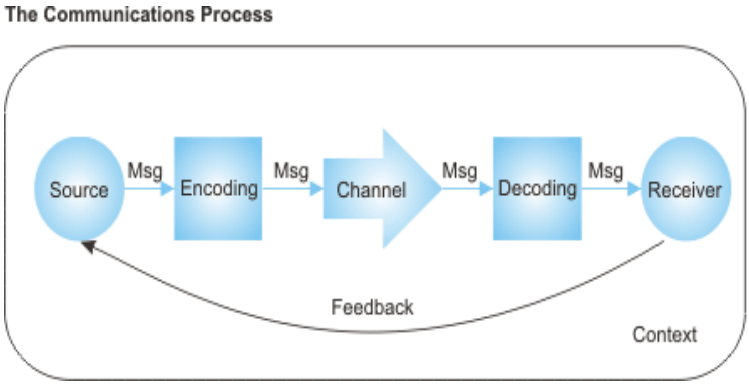

Figure 1 – Diagram of the Communication Progress[3]

With the help Figure 1, it is possible to appreciate how rapport can help promote oral communication in class. There are two main participants in the oral communication process: the source and the receiver. These elements can be replaced by the EFL teacher (source) and their students (receivers), while the message will depend on their interpersonal, social interaction while establishing rapport. The channel is the face-to-face interaction that happens in class between teachers and students, framed within an EFL teaching/learning context. If rapport is effective, EFL learners will feel confident enough to continue with the oral communication process, by giving feedback to their teachers, becoming speakers (source) themselves. This friendly interaction provided by a friendly, positive rapport will naturally develop the students' speaking and listening skills as part of their learning experience (Buskitt & Saville, 2001).

2.4 RAPPORT AS A MOTIVATIONAL STRATEGY

It is important to define how rapport can be used as a motivational strategy for EFL students to focus on interpersonal communication. It is expected from EFL teachers with appropriate professional training to know that their teaching objectives may not be achieved if their students are not properly motivated. This is why all EFL teachers must have a motivational strategy plan. Dornyei and Otto (1998), as cited in Schmitt (2013), offer a model where motivation can be worked as a framework within the EFL classroom: first, the teacher needs to create the basic motivational conditions; then teacher must generate student's motivation; after that, teacher must maintain and protect that motivation; finally, teacher must encourage positive self-evaluation.

Rapport is involved in this model, as in the first step it is useful for EFL teachers to create the necessary motivational conditions by establishing a positive

[3] Taken from http://www.mybusinessprocess.net/communication-process/, March 12, 2012

rapport. Then, this positive rapport can be used to promote motivation to use English as interpersonal communication. And finally, this friendly environment will also help learners to appreciate their progress positively, as it is recommended in Dornyei and Otto's model (1988, as cited in Schmitt, 2013).

Fortunately, EFL scholars have given more importance to establishing good rapport. In recent years, there have been studies that now include rapport as part of motivational strategies in the foreign language classroom. For instance, Thanasoulas recognized in his paper *Motivation and Motivating in the Foreign Language Classroom* (2002) that appropriate teacher behavior and a good teacher-student rapport has a motivational influence on students. He explains that establishing a relationship of mutual respect and trust can lead to both enthusiastic teachers and students, which increases the sense of commitment to and interest in learning English.

Another study related to rapport and its value as a motivational strategy was conducted by Cheng and Dornyei (2007). They focused on how important Taiwanese English teachers perceived motivational strategies and how frequently they used in their teaching practice. They reported that EFL teachers in Taiwan know about the importance of creating a pleasant and relaxed atmosphere in the classroom. In their classes, they usually try to establish good rapport with their students, they show them how enthusiastic they are for teaching them, how they care about them, and they especially monitor their progress and recognize their efforts and achievements.

Other recent studies using rapport as a motivational strategy include Fu Xiao's study (2013) in university students in China, where he detected students had poor attendance and an apathetic non-participation in the EFL classroom. He implemented the Dornyei and Otto's model (1998, as cited in Schmitt, 2013) and he found that the strategies involving rapport to concretely indicate the teacher's

cooperative intentions to help students learn and to adopt an active socializing role increased the EFL learners' interest in learning the target language.

Bouras and Keskes (2014) investigated secondary school teachers and students' perceptions of the teacher characteristics and their impact on their motivation in Algeria. They agree with Dornyei (2001:36) that "teachers who share warm, personal interactions with their students, who respond to their concerns in an emphatic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners". At the end of their study, Bouras and Keskes (op. cit) found that students recognize many aspects of teacher's rapport-establishing actions as motivating, but teachers differ from the students' perceptions as which actions are more important. For example, students in this particular study recognize that teachers who remember their names and respect their individuality are more appreciated than teachers who believe that explanations and constant language practice are more important for their students' needs. This situation mirrors what Language Department Campus IV traditional teachers face with their students, as they focus their teaching on helping them pass grammar tests, putting aside the learners' communicative competence. What is needed to overcome this situation is what Bouras and Keskes (2014) finally concluded: motivating EFL learners may result from a good balance between teachers' methodology and teachers' rapport with students.

This literature review works as evidence that rapport has gained importance in language teaching in recent years. There have been studies in different teaching contexts in the world that conclude that building rapport can motivate students to reach their learning goals. The researchers think it is a good moment to explore positive rapport as a motivational strategy to promote interpersonal language in Mexican English classrooms. Even though language teaching in Mexico is predominantly communicative, language instruction may be still traditional as EFL teachers fail to consider rapport as a valuable platform for their students to use the

target language interpersonally. Davies (2009) has done extensive research into the Mexican Management of ELT in Public Educational Systems. He has found several factors that affect effective communication in ELT classes: low teacher competence, few opportunities to use the target language, and a lack of application of international ELT trends in the English classes. Additionally, Mugford Fowler (2011) concludes that Mexican ELT teaching practices need to clearly identify students' global and local needs, since they only offer one approach-based courses that fit general needs.

The researchers present positive rapport as a relaxed, friendly learning environment in which all participants feel comfortable with themselves and with each other to work together to reach their goals. Once EFL learners feel safe and trust their teacher, they may take advantage of this relationship to boost their learning by practicing the foreign language even for socializing instead of just being limited to transactional purposes. At the end, this research will hopefully present results that can work as one of the many teaching strategies than can help us to assist our students in developing their communicative skills.

CHAPTER 3. RESEARCH METHODOLOGY

3.1 METHODOLOGY

In order to achieve the research objectives established in the previous sections, this project followed a qualitative research method, since it aims at understanding how positive rapport may contribute to motivate EFL learners to develop their oral communication. Qualitative researches are especially designed to understand how social phenomena work in a specific context (Lyons & Doueck, 2010). This type of research is appropriate when research questions aim at understanding relationships in the context of a social situation (Ebrahim, 1978). Rapport is exactly a good example of this type of relationships, as it is usually seen as the interpersonal interaction between teachers and their students (Bouras & Keskes, 2014). In fact, there are other studies focused on the study of rapport in language teaching that have been based on qualitative research. For instance, Bouras & Keskes (2014) studied the impact of teachers' rapport on students' learning; Smith (n.d.) studied the positive classroom environment and student-teacher rapport to prevent challenging behavior; Yadav (2012) researched the significance of rapport on students' scores. This state of art proves that qualitative research is the most appropriate to answer the research questions mentioned in the previous section.

Similarly, this research is an exploratory study focused on finding possible benefits of using positive rapport as a motivational strategy to promote the interpersonal use of the target language. According to Mackey & Gass (2005), an exploration is the most adequate procedure for approaching a social phenomenon that is not fully understood yet. This is the case for rapport, as its potential to be used as a strategy to motivate students to develop their communicative competence has not been fully explored. An exploratory research consists in making a systematic effort to understand through direct empirical observation a social phenomenon (Stebbins, 2001). The exploratory nature of this research project leads to the use of direct observations, thick descriptions, and surveys with open-ended questions (Warden, 2014). Given (2008:327) states that exploratory research provides the following results: a better insight of a social phenomenon that has been little or no studied at all; inductively derived generalizations about what is being observed; and a good start for a descriptive research. All these benefits might be helpful to discover the contribution of positive rapport to help students develop their speaking fluency successfully.

Taking into account the characteristics of exploratory research (Stebbins, 2001), this project is to be conducted based on direct observation, surveys, interviews, and a thick description of what is being observed. The direct observation of the focus groups will provide enough data to appreciate how EFL teachers at the Language Department Campus IV, UNACH establish positive rapport with their students. Direct observations, or participant observations, usually provide an insight of what may go unreported by students and teachers and give the opportunity to see and hear what is happening in the social setting (Mills, Eurepos, and Wiebe, 2010). Surveys and semi-structured interviews with open-ended questions can provide the data that will enrich the insight given by the description (Lyons & Doueck, 2010); additionally, necessary data may be obtained in order to confirm and verify what is being observed. All these methods, procedures and instruments are presented in the following sections.

3.2 FIELD WORK

For this investigation, the research population is made up by EFL learners who take the Level 9 Advanced English courses. These learners are highly expected to be able to communicate in English after 600 hours of language study.

The Level 9 Advanced English courses at the Language Department Campus IV, UNACH were chosen for several reasons. The first one is that they are manageable. Every semester, no more than four groups are usually open for this level, which is convenient at the moment of collecting and interpreting data from a rather small population. Another reason Level 9 Advanced English courses were selected was the hours of language input. This is the last course EFL students take at the Language Department Campus IV, UNACH, and this is where the problem was first noticed. Many students complete their nine levels with a healthy linguistic competence, but with a lack of communicative abilities. Students at these courses are expected to have good language structure, as they have previously studied all grammar tenses and structures. They should also have a considerable amount of lexis, and the ability to express their ideas fluently. Unfortunately, this is not always true for most learners who complete their nine levels in recent years. The researchers have been an examiner for Level 9 English students and they do not show the oral communicative development they should have at this level; yet, they manage to complete their nine levels.

For this research, the central point for analysis and observation was every incident of interpersonal communication that happened during class related to two events. First, specific actions that teachers do in order to establish a positive, friendly rapport were considered as relevant evidence for this investigation. Then, every time that students would start an interaction for interpersonal purposes or for sharing experiences in English. These incidents were observed, noted and

analyzed, since they constitute evidence that positive rapport promotes oral communication in the EFL class.

3.3 DATA COLLECTION INSTRUMENTS

This investigation followed the procedures specified in this section. These processes were carefully designed to appreciate the use of positive rapport in the language classroom to motivate EFL learners to use the target language for interpersonal purposes. Appropriate methods and instruments were used in order to collect specific data that was relevant for this exploratory study. It is intended that a thick description of what happens when Level 9 EFL teachers at the Language Department Campus IV, UNACH use positive rapport to encourage students speak and use the target language to socialize with other English speakers can provide enough data to correlate rapport with oral communication. In order to report these thick descriptions and validate the data obtained for this research, the following procedure was followed.

First, participant observations were conducted in all three Level 9 English classes. Lyons & Doueck (2010) confirm that observation is the most practical and effective tool in order to register any social phenomenon in a group of people. This suits the need of observing how teachers interact with their students for this investigation. Observation sheets (Appendix 3) were designed to appreciate what techniques these teachers used to connect with their students. These observation sheets are based on Harmer's (2007), Buskist & Saville (2001) and Dornyei's (2001) suggestions to establish positive rapport. These observations follow Gosling's Peer Review Model (O'Leary, 2014), which is performed by a teacher observing a peer teacher, in order to reflect and discuss about using positive rapport by highlighting the interpersonal interactions between the teacher and the students. It is important to mention that these observations must be non-judgmental and constructive.

These participant observations were carried out for three weeks: one week at the beginning, one week in the middle, and a final week at the end of the term August – December 2015 for all three Level 9 Advanced English courses, at their corresponding periods. It is essential for this research to observe the classes during the first week of classes since this is where how a teacher establishes rapport with their students can be appreciated. The week in the middle of the semester should provide examples of genuine interpersonal interaction between the teachers and their learners, caused by positive rapport-based actions enlisted in the object of research. Finally, a third week at the end of the semester completes the research observations as it can register more interpersonal interactions and an improvement in students' fluency. The purpose of these observations is to describe how EFL teachers at the Language Department Campus IV, UNACH established positive rapport, encouraged students to speak, and helped students to improve their fluency.

Second, a journal was kept to record the thick description of what happened during these three weeks of observations. Janesick (2014) states that journal writing is a research tool that allows the investigator to have a close description of an ongoing process without missing any detail. She also mentions that journal writing has the benefits of deep reflection, post-incident analysis, and the possibility to record behaviors and beliefs (1998:10). In this journal, the researchers focused on identifying rapport-based actions to motivate students to use English for interpersonal purposes and recorded them for further analysis. These thick descriptions of interpersonal interactions based on positive rapport-based actions must be detailed, multi-layered, and comprehensive (Mackey & Gass, 2005). Following these characteristics, incidents related to this event were recorded in a format (Appendix 4) designed to appreciate the correlation between the rapport-based action and the immediate reaction. Similarly, students' reactions to these rapport-based actions were also observed and recorded, as it is important for this research to appreciate if positive rapport can motivate students to communicate in the foreign language.

Third, there were interviews with teachers and a survey applied to the students of the Level 9 Advanced English courses at the Language Department Campus IV, UNACH. Interviews are usually used in qualitative research in order to get in-depth information behind participants' experience (McNamara, 1999). The interviews used for this research are standardized, open-ended and structured meaning that 8 questions were carefully designed and used for all three participant teachers in this research for an easier comparison (McNamara, op. cit). The purpose of these structured interviews (Appendix 5) is to compare the information collected from the observations and the participants' beliefs, attitudes, and awareness about having positive rapport as a useful technique to develop oral communication. These interviews were carried out at the end of the course, once positive rapport, if any, had been established, and once teachers may or may not have used it to help their students develop their oral communication skills.

Fourth, two surveys were applied in this research. The first survey (Appendix 1) was applied to collect information to report the characteristics of the 9th semester students at the Language Department, Campus IV. The second survey (Appendix 6) was used to collect information about how these students felt working with teachers with positive rapport or with negative rapport. These surveys were an effective instrument for collecting data about the key issues in a topic that is not fully explored (Hesse-Biber & Leavy, 2011:173), rapport in this case. In the second survey, the learners' comments could confirm that they improved their speaking skill due to the good relationship with their teachers.

Finally, two oral tests focused on fluency were implemented for Level 9 English students. These instruments were designed to have a third source apart from the observations and the participants' opinions gathered from the interviews and surveys. Biggam (2008) recommends triangulating the collected data in a research for validating purposes. These tests can confirm the learners' actual speaking skills at the beginning of this research and the learners' progress at the end of this project. This research will take progress as the improvement on students' fluency and self-confidence during the performance in the oral test; this

improvement is represented in the scores given by the examiners. There was an initial test (Appendix 2) that determined the students' current communicative skills at the beginning of the course. The second test (Appendix 7) took place at the end of the semester in order to appreciate the development of these students' speaking fluency.

The applied oral tests were taken from the Language Department Campus IV Level 8 and Level 9 oral tests. These oral tests were designed by a committee composed by a head teacher in charge of the levels and the group of teachers who are assigned to that level. The framework that is used to determine a score includes fluency, pronunciation, turn-taking skills, accuracy, and vocabulary, The students' answers were evaluated from the communicative view of being able to express their ideas in a natural way, regardless of any grammatical or pronunciation mistake – as long as communication was possible. With these test results, it was possible to observe if there had been a significant development in students' communicative competence.

It is important to mention that the results from these oral exams can confirm that there was progress on students' speaking fluency, but do not state this progress was on the account of the rapport they had with their teachers. This is because any of the three teachers was not asked in advanced to apply positive rapport as a motivational strategy. It is the information from the students' surveys and their beliefs that will ratify there is a connection between rapport and their improvement in their speaking fluency.

These are the methods and the instruments that were necessary to collect relevant data for this research. In the following section, the appropriacy of data analysis methods proposed by experts is discussed in order to manage and process all the collected data that resulted from the observations, the journal, the interviews, the surveys, and the oral tests.

3.4 DATA ANALYSIS PROCEDURES

This research has two important analysis methods: interpretation and correlation. Biggam (2008) mentions that these data analysis methods suit the needs for qualitative research, as they are helpful to classify, manage, and get meaning from a large body of qualitative data. Wolcott (1994, as cited by Hatch, 2002:58) defines interpretation as a mental process that aims at understanding and explaining findings in a research, by contextualizing them into the experiences registered. Interpretation was mainly used in this research to classify the interactions between teachers and their students as transactional (related to class actions) or interpersonal (related to social actions) (Nunan, 1999). These labels were used for both teachers' rapport-based actions to interact with their students and the learners' reactions to these interactions.

On the other hand, correlation was also a key process for this project as it intends to explore the connection between two phenomena (Mackey & Gass, 2005). In this project, the exploratory study focuses on the relationship between the use of positive rapport to encourage students to speak the target language for interpersonal uses and the improvement of the learners' fluency. This correlation is based on cause and effect, which means appreciating the effect that teachers' rapport-based actions have on students' fluency. However, Diamantopoulos & Schlegelmilch (2010:206) warns that interpreting correlation results as causal relationships might be misleading. They add that any causality notion must come from theoretical insights. This is why the insights from the observations, the interpretation and the correlation were validated with quantitative analysis when integrating the results from the oral tests applied to the Level 9 Advanced English students and their comments obtained from the second survey (Appendix 6).

To start with data analysis, it is imperative to design an instrument to measure how Language Department Campus IV teachers establish positive rapport. Dornyei (2001), Harmer (2007), and Buskist & Saville (2001) offer suggestions on how to establish positive rapport. These suggestions were used to build a framework (Appendix 3) that can work as a chart to compare Level 9

Advanced English teachers' actions to establish rapport. Thus, the observed strategies that these teachers may implement to connect with their students can be interpreted and compared against those suggested by the authors.

Once it is identified how positive rapport, if any, was established, the researchers registered in a journal every action that Level 9 Advanced English teachers did based on rapport to interact with their students. These actions were interpreted and categorized into two labels: transactional English and interpersonal English through a journal sheet (Appendix 4). Nunan (1999) states that the difference between these categories is the real purpose of why English is being used. In transactional interaction, students and teachers use English as part of the class routine, or as part of an exercise drill that has English teaching and learning as the main objective. On the other hand, interpersonal interaction uses English to socialize with other English speakers. It is a belief in this project that the latter is more significant to students' communicative competence development, since learners are focused on transmitting the message and communicating their ideas, regardless of the accuracy of the language forms.

Similarly, the researchers registered Level 9 Advanced English students' reactions, attitudes and interpersonal uses of English towards their teachers' rapport-based actions in the aforementioned journal sheets during the three weeks of observations. Once again, the same interpretation method that classifies the teacher-students interactions into transactional or interpersonal (Nunan, 1999) was used to distinguish students' specific reactions and interpersonal communication in the language classroom. This means that how students responded to their teachers' interactions based on positive rapport were recorded. Additionally, it was necessary to associate these reactions to teachers' rapport-based strategies through a simple correlation method based on cause and effect (Lyons & Doueck, 2010). Student's immediate reaction to their teachers' rapport-based actions were registered. This is the central part of the research, as it aims at exploring the

connection between the use of positive rapport as a motivational strategy and the development of students' interpersonal communication.

Based on this correlation, possible benefits of using positive rapport as a strategy to encourage students to communicate in English could then be identified. These benefits were obtained through interpretation and were validated with teachers and students' opinions about their relationship in the classroom taken from the second survey and the interviews. Teachers could learn the benefits of positive rapport in terms of oral communication for students, and learners confirmed that they were motivated to communicate in English thanks to the friendly relationship with their teachers and with English itself. This triangulation is completely necessary since it confirms the veracity of the data obtained from a research instrument with those obtained from a different source (Mackey & Gass, 2005). Furthermore, a real development in students' communicative competence can be quantitatively validated with the results from the oral tests.

CHAPTER 4. ANALYSIS OF RESULTS

4.1 RESULTS AND FINDINGS

This section presents the results obtained after collecting all the data. Graphics and charts are also included to represent the data more effectively.

4.1.1 STUDENTS' FLUENCY AT THE BEGINNING OF THE COURSE

For this research to prove that the effective use of positive rapport as a motivational strategy to improve fluency among Level 9 Advance English students, it is important to measure their oral performance through a test. An oral test was applied to all classes during the first week of classes. This oral test was based on the program for Level 8 Advanced English course (600 hours of language input), since students are supposed to have this proficiency level in English. In pairs, learners took this exam, which consisted in three sections:

- The first section consisted of personal questions to the couple to get to know them

- The second section consisted of having students ask questions each other. Questions were taken from the units seen in Level 8 (Appendix 2).
- The third section consisted of completing a communicative task, such as choosing a present, agreeing on an activity, etc. based on a given situation.

Normally, the aspects to evaluate in this oral test are fluency, pronunciation, turn-taking skills, accuracy, and vocabulary. Fluency refers to the ability to speak English in a natural pace; pronunciation is based on the correct production of speech sounds; and accuracy is concerned with speaking without any grammatical mistakes (Harmer, 2001). It is also highly appreciated that students use a wide range of vocabulary, according to their level, and that they are able to interact with participants whenever they engage in a conversational situation.

These rubrics were taken from the *Passages* course book series (2008, Richards & Sandy, Cambridge University Press), as this is the course book students take in levels 8 and 9, and they will be the only aspect to focus on to determine the final score on the student's fluency. This is because this research requires measuring the ability of the Language Department Campus IV to keep a conversation and not their knowledge of vocabulary and grammatical structures. Figure 2 shows a chart that explains what the grades mean in terms of fluency.

Grade	10	9	8	7	6	5
	Student can communicate his/her ideas fluently without any hesitations, pauses, or interruptions	Student can express his/her ideas with some hesitations or interruptions	Student can get the message through but struggles with some vocabulary issues	Student struggles to express his/her ideas with some broken language and often hesitations	Student does not communicate all his/her ideas, showing broken language and lack of vocabulary	Student fails to express his/her ideas, mixing first language with target language

Figure 2 – Chart of Scoring Fluency in the Level 8 Oral Exam

With this fluency scale, the results can be studied in Figure 3.

Group	10	9	8	7	6	5	Less than 5	Total of students
9 A	0	1	2	5	6	3	0	17
9 B	0	0	1	6	3	8	4	22
9 C	3	2	0	0	3	1	3	12

Figure 3 – Scoring Results of the Level 8

As it is shown in Figure 3, half students do not have the fluency level they are supposed to have. Only 9 out of 51 students have the ability to express their ideas with few hesitations. The rest still struggle to convey their messages and they find it hard to speak in the target language.

As it can be appreciated in Figure 2, the majority of the Level 9 Advanced English students are not good at communicating their ideas effectively. It was observed that these students had to struggle to utter their thoughts, which resulted in poor fluency. Some of them actually were very nervous during the test. In contrast, there are 12 students who did poorly during the exam. They were completely nervous, did not produce a coherent utterance, and failed to express their ideas effectively.

With these results, it is evident that there is a need to improve the speaking ability in the Level 9 Advanced English students. Here lies the importance of using any strategy that proves to be useful to encourage students improve their speaking. Using positive rapport as a motivational strategy might help them to get over their nerves and then start communicating their ideas effectively.

4.1.2 ESTABLISHING A POSITIVE RAPPORT

Regarding how Level 9 English teacher establish rapport with their student at the Language Department Campus IV, it was possible to distinguish two types of teachers: a teacher who works for building a positive rapport and a teacher who is not interested in building a positive, close personal rapport. This can be appreciated through the actions teachers A. B, and C did when interacting with their students.

Teachers B and C belong to the category of teachers who work for building a positive rapport. Based on the observation sheet (Appendix 3), these are the actions that these teachers did for connecting with their students:

Teacher B….

- ☑ Teacher greets students
- ☑ Teacher remembers students' names
- ☑Teacher notices interesting features of students' appearance
- ☑ Teacher shows interests in students' hobbies
- ☑ Teacher celebrates students' birthdays
- ☑ Teacher moves around in class
- ☑ Teacher shows a sense of humor
- ☑ Teacher is available before, after, or outside of class
- ☑Teacher encourages class discussion
- ☑ Teacher relates course material in everyday terms and examples
- ☑Teacher understands that there are occasional problems that arise and inadvertently hinders students' progress
- ☑ Teacher shows enthusiasm to inspire students
- ☑ Teacher trusts his/her students
- ☑ Teacher interacts more, lectures less
- ☑ Teacher is respectful
- ☑ Teacher makes eye contact with all students
- ☑ Teacher is gentle and polite

☑Teacher smiles at the class

Teacher C…

☑ Teacher greets students

☑Teacher remembers students' names

☑Teacher notices interesting features of students' appearance

☑ Teacher learns something unique about each student

☑ Teacher asks about student's lives outside school

☑ Teacher shows interests in students' hobbies

☑ Teacher celebrates students' birthdays

☑ Teacher moves around in class

☑ Teacher includes personal topics and examples about students

☑ Teacher shows a sense of humor

☑ Teacher is available before, after, or outside of class

☑ Teacher encourages class discussion

☑ Teacher shares personal insight or experiences with students

☑ Teacher relates course material in everyday terms and examples

☑ Teacher understands that there are occasional problems that arise and inadvertently hinders students' progress

☑ Teacher appreciates that students have their own special talents

☑Teacher shows enthusiasm to inspire students

☑Teacher trusts his/her students

☑Teacher interacts more, lectures less

☑ Teacher is respectful

☑ Teacher makes eye contact with all students

☑ Teacher is gentle and polite

☑Teacher smiles at the class

On the other hand, Teacher A did only a few of these actions. It can be inferred that Teacher A prefers to have a class where everyone works and respects each other, but he does not take into account a more personal, friendlier relationship with students.

Teacher A…

- ☑ Teacher greets students
- ☑ Teacher celebrates students' birthdays
- ☑ Teacher relates course material in everyday terms and examples
- ☑ Teacher is respectful
- ☑ Teacher makes eye contact with all students
- ☑ Teacher is gentle and polite
- ☑ Teacher smiles at the class

In order to have a better idea of how teachers A, B, and C established rapport, the next narrative is the description of the first day of classes in the three Level 9 English groups.

Class 9 A

On the first day of classes, Teacher A is late for 10 minutes and enters the classroom with a cup of coffee and his teaching materials. He greets in English and he waits for students to have a seat. Students greet him in English, too, but chorally, almost automatically. He introduces himself in the target language and asks students to introduce themselves. The majority of students answer nervously; they say their names, their ages, their hometowns, and their colleges. Teacher A nods his head and repeats their names. After that, he switches to Spanish and explains the way students are going to be evaluated. He also presents his expectations and some discipline rules students agree with. Teacher A comments that everything will be fine as long as everyone follows the rules. In Spanish, a

male student asks about permissions, and Teacher answers, in Spanish, that they need to talk to him when missing classes and he will be the one giving permission depending on the situation.

After that, Teacher A asks students to open their books in English. Some students do not have their books, and he notices, so he tells them in Spanish that they should have their books for tomorrow, otherwise, they will not be able to enter class. He continues the class switching to English. He introduces the topic, which is about internet, and he asks students to read the information on the page (what happens in internet now and what will happen in the future). Then, he continues with the next exercise, which deals with vocabulary related to internet. He asks students to do it. While students work on the exercise, Teacher A finishes his cup of coffee. After five minutes, he checks the answers with the students. He does not use students' names but asks for volunteers and students raise their hands and teacher selects them. Finally, teacher checks his watch and says class is over, they'll see each other tomorrow and leaves the classroom. Some students stay inside the classroom and talked about if they liked the teacher and the class.

Class 9 B

Teacher B arrives on time and greets the students who are in the classroom. Students respond politely in choir. Teacher B introduces himself and asks every to introduce themselves, saying name, age, hometown, and the program they study. Once all students have participated, he explains how he is going to evaluate them in the course, giving information about partial exams, final exams, homework, and participation in class, attendance, and permissions. He gives all this information in English, roughly-tuned for students to understand. Students seem to be very shy or confused. One students raises his hand and asks in Spanish if the class is going to be in English all the time. Teacher B responds with a high pitch that of course the class is going to be in English all the time, because they need to listen to English as much as they can. Teacher B also tells students they need to participate in English or at least try to do it. He explains the more they practice the better they

will become. Students react with nervous laughter and some even express a little annoyance. Teacher B assures them not to worry, he will help them to improve their speaking and listening.

Afterwards, teacher asks students if they like Internet, all students respond affirmatively at the same time. He asks students what they do in internet, students answer with different activities: listening to music, playing videogames, watching movies or videos, checking their social networks. Teacher B then asks students to open book and read the information on the book. Teacher asks if they agree or not. Students only say yes. Then, teacher asks more personal questions ("have you ever taken online lessons? Do you know someone who has taken online lessons?) and some students participate with short answers. Finally, Teacher B assigns the vocabulary exercise as homework and tells students if they have questions they can go to his office located on the second floor. He says good bye, dismisses the class and leaves the classroom.

Class 9 C

Teacher C is on time and greets students who are outside the classroom. He asks if they belong to that class, students say yes and they enter all together. Then he greets the students inside the classroom. He gives a blank sheet to one of the students and asks them to write their names on the paper, so he can call the roll. While students make the list, he welcomes students to Level 9 using an enthusiastic voice. He tells students the topics they will discuss in class; the language and vocabulary they will learn; the projects they will make in the term. Then, he gets the list and asks students to come to the front as he calls their names. Every student participates introducing themselves. Teacher C asks the class if they know more about the student in the front spot. If they say yes, teacher tries to elicit more information; when they say no, teacher encourages them to ask questions to the student. Learners asks simple questions about favorite music, hobbies, etc. Once students participate, Teacher C is the last one to pass to the

front. He introduces himself and answers students' questions. Learners participate showing genuine interest.

After that, Teacher C explains the way he works to the students. He tells students he wants everyone to participate in English, inside the classroom, outside the classroom. He encourages students who are shy to practice little by little, no matter if they make mistakes or not. He says the point is to express their ideas. He also affirms that speaking with broken English is better than not speaking at all, just being quiet. Next, he explains about exams, homework, class participation, attendance, and final exam. Students do not have questions about their teacher's evaluation process. Time is over, and he asks students to bring their books with them next class. He also tells them the topic will be about internet, so they should read any information at home so they can share next class. He says goodbye and dismisses class. Some students stay and approach the teacher for further questions. One of them asks about the book in Spanish, he encourages her to repeat the phrase in English, student tries hard and asks the question ("can I…the book…next week?"), the teacher understands her and he tells her to try to get it this week. Another student asked in fluent English about not coming to classes on Fridays because of schedule conflict, he answers in English to talk to the coordinator about it. Students and teacher leave the classroom.

By reading these thick descriptions, it is clear that the three teachers have different ways to establish rapport with their students. The following chart illustrates the comparison of how Teacher A, Teacher B, and Teacher C establish positive rapport with their students.

Techniques for Establishing Rapport	**Teacher A**	**Teacher B**	**Teacher C**
Teacher greets students	Usually	Always	Always
Teacher remembers students' names	Sometimes	Usually	Always
Teacher notices interesting features of students' appearance	Rarely	Usually	Usually
Teacher learns something unique about each student	Rarely	Sometimes	Usually
Teacher asks about student's lives outside	Never	Sometimes	Usually

school			
Teacher shows interests in students' hobbies	Sometimes	Usually	Always
Teacher recognizes students' birthdays	Usually	Always	Always
Teacher celebrates students' birthdays	Usually	Always	Always
Teacher moves around in class	Rarely	Usually	Always
Teacher includes personal topics and examples about students	Never	Sometimes	Usually
Teacher sends notes/homework to absent students	Never	Never	Never
Teacher shows a sense of humor	Rarely	Always	Always
Teacher is available before, after, or outside of class	Rarely	Usually	Always
Teacher encourages class discussion	Sometimes	Usually	Always
Teacher shares personal insight or experiences with students	Rarely	Sometimes	Always
Teacher relates course material in everyday terms and examples	Usually	Usually	Usually

Figure 4 – Comparative chart of how Teachers at the Language Department Campus IV establish rapport with their students

Techniques for Establishing Rapport	**Teacher A**	**Teacher B**	**Teacher C**
Teacher understands that there are occasional problems that arise and inadvertently hinders students' progress	Sometimes	Usually	Usually
Teacher appreciates that students have their own special talents	Rarely	Sometimes	Usually
Teacher shows enthusiasm to inspire students	Rarely	Always	Always
Teacher trusts his/her students	Rarely	Usually	Usually
Teacher interacts more, lectures less	Rarely	Usually	Usually
Teacher is respectful	Always	Always	Always
Teacher makes eye contact with all students	Usually	Always	Always
Teacher is gentle and polite	Usually	Always	Always
Teacher smiles at the class	Usually	Always	Always

Figure 4 (Cont.) – Comparative chart of how Teachers at the Language Department Campus IV establish rapport with their students

Based on Figure 4, it can be deduced that Teachers B and C show a genuine interest in students and do not limit the class to only the topics in the

course book. They encourage students to participate in a variety of topics they want to talk about and use English as much as they can. Furthermore, teachers B and C use personal information from students to gain learner's trust ever since the first class of the term and ask questions about their lives and hobbies beyond the classroom. On the other hand, Teacher A interacts with his students following a strict transactional purpose. He explained the classroom rules, the way students were going to be evaluated, and they even talked about the class material. All these situations could have been opportunities to practice the target language, but Teacher C preferred to use Spanish; English was only used for the teaching moments.

4.1.3 CORRELATION BETWEEN RAPPORT AND INTERPERSONAL COMMUNICATION

This section is the central part of this dissertation. The main point discussed is the possible relation between a positive, friendly rapport in an English class with the students' development of communicative competence through interpersonal language. The information provided is taken from the journal sheet that was used to observe the correlation between positive rapport and student's interpersonal use of English leading to a natural growth of the target language fluency. There is also narrative taken from the journal to illustrate the connections between the registered interactions. Finally, the cause-and-effect relationship (Lyons & Doueck, 2010) was used to correlate the two important variables for this research, since it is important to state the effects of positive rapport on learners' speaking skill. The most relevant information taken from classes will be presented.

Class 9 A

Most of the language used in the teacher-students interaction in this class had a transactional purpose. This means that Teacher A interacted with his learners for fulfilling the academic purposes of providing a service (Nunan, 1999). The majority of the interactions in this class consisted in classroom instructions, checking students' answers, class explanations, class monitoring, students' participations during classroom activities, and short discussions related to the topics in the course book. Figure 5 illustrates some of the interactions found based on the positive rapport between Teacher A and his students.

Interaction	Type	Nature	Reactions
From 01/26/2015 Teacher explains the structure of passive forms for present perfect, present continuous, and future. *"When the action is complete, we use the passive form of the present perfect, using have or has been plus the participle of the verb. You have to pay attention if the action is complete or not. Now, if it is not complete, we use the passive of the present continuous to emphasize it is in progress. For this, we use is or are being plus the participle of the verb"*	Teacher to students	Transactional	No responses from the students
From 02/19/2015 Teacher checks students' answers of a workbook exercise. *"Let's check answers now. Mercedes? No? What's your name?, Monserrat, ok, Monserrat number one, please…Yes, that's correct"*	Teacher to student Student to Teacher	Transactional	Student says her name to the teacher and then give the answer. *"Monserrat" "Anyone working with children should be very patient"*
From 03/25/2015		Transactional	Teacher says *"Good, we say*

Student represents his team and tells the class how they would solve a given problem. *"We visit several agencies and check prices. Then we check on the internet about the car models and buy one with good motor and cheap with gasoline"*	Student to class		*engine, not motor by the way. Who's next?"*
From 04/27/2015 The topic is regrets. Teacher asks students what regrets they have. *"A regret is something that happened in the past and you want to change it, but it's impossible because we can't go to the past. Do you have any regrets?"*	Teacher to students Students to class	Transactional	Student 1 says *""I didn't pass last exam because I didn't study."* Student 2 says "I don't play soccer no more, I am fat now" Student 3 says "I didn't have breakfast today, I am hungry now! All class laughs about the last comment

Figure 5 – Interactions between Teacher A and his students in Class 9 A

As seen in Figure 5, Teacher A interacted with his students in very transactional framework. There was a positive rapport, since the teacher and students were respectful to each other, paying attention in classes. Teacher A used the positive rapport mostly for classroom management purposes. This caused that students in this class did not use English for interpersonal purposes, but their mother tongue whenever they talked to each other about topics that were unrelated to the English class. These circumstances do not help students at all for developing their fluency, leading to a poor performance when engaging into a conversation with other English speakers.

It is important to mention that there were moments in which Teacher A socialized with his students; unfortunately, he used Spanish in all those moments. For example, on March 11th, 2015, some students asked him for permission to celebrate one of the students' birthday during class and Teacher A accepted, using the whole period for that event instead of the class. During the whole event, Teacher A socialized with his students, asking the birthday girl how old she was going to be, if she had already received presents, and what plans she had for the

day in Spanish. Students behaved in a more relaxed way, they formed small groups and talked about several topics, and it was only for the birthday song and the pictures that they interacted to perform these activities. The author of this dissertation thinks that this was a good opportunity for Teacher A to use positive rapport to socialize with his students, so that the latter could use English in social circumstances, developing their fluency as they could focus on the messages they wanted to convey and not being that aware of the language forms.

Class 9 B

Teacher B also used a lot of transactional language as Teacher A did. Whenever he had to explain new grammar or new lexical items, Teacher B used transactional English to talk to students. The same happened when he used the foreign language with transactional purposes when he worked classroom management; for instance, when students had to leave the classroom, when the whole class participated in an activity, when the teacher checked the exercise answers with all the students, etc. Nonetheless, there are two important differences between Teacher A and Teacher B: the latter spoke English to his students all the time and he took the positive rapport beyond the transactional purpose, meaning he socialized with his learners in English.

For this research, the focus is on how Teacher B used the positive rapport built along with his students to socialize and speak English for interpersonal purposes. One of the clear actions that Teacher B did to promote the interpersonal use of English was asking follow-up questions to know more about his students and their interests. Teacher B did not limit himself to check answers with his students just to know who had right answers and correct the wrong ones.

Teacher B also expanded the interaction to some follow-up questions with the intention to encourage his learners to participate more, this time focusing on sharing personal information without expecting to be corrected. Teacher B had the

appropriate attitude of not correcting inaccurate language if it did not hinder social communication. Figure 6 illustrates this type of incidents.

Interaction	Type	Nature	Reactions
From 02/03/2015 Teacher asks a student to answer question 2 from a workbook exercise. *"Alonso, what's the answer for number 2, please?"*	Teacher to student Student to Teacher	Transactional	Student responds "Teachers will be replaced by robots in all schools"
From 02/03/2015 Teacher laughs at student's answer and says, *"Really? And what kind of robots do you think that will be used?"*	Teacher to student	Interpersonal	Student laughs and responds. *"I don't know, maybe robots… with human look…with internet access"*
Teacher adds, *"Oh, you mean I'm not super intelligent?"*	Student to Teacher Student to class		Another students says, *"They will be super intelligent robots, teacher"* All class laughs. Same students replies, *"No, teacher, of course you are super intelligent but this [sic] robots will have Google included"*
From 03/25/2015 Teacher explains the three types of people according to how they solve a problem. *"So we have the assertive people. These people solve their problems immediately. They prefer to take decisions quickly to analyze the situation. Who is assertive? Raise your hand if you're assertive"*	Teacher to class Class to teacher	Transactional	Some students raise their hands
From 03/25/2015 Teacher asks an open question to the students who raised their hands. *"When was the last time you solved a problem like that?"*	Teacher to students Student to class	Interpersonal	A student raises his hand and shares, "*I was in the supermarket last Friday and I had to buy detergent. I didn't know which detergent, but I didn't*

Teacher replies, *"Good example. I just hope that detergent had good quality."* Class laughs.			*spend too much time, I only took the cheapest"* Student says, *"It was ok, but sometimes the cheap is expensive at the end"*
From 03/25/2015 Teacher comments, *"Now, meditative people don't take solutions quickly. They have to check all the options and then make a decision. These are the meditative people. For example, choosing the university where you are going to study.*	Teacher to students Student to class	Transactional	Students listen to the teacher
From 03/25/2015 Teacher asks, "Y*ou guys, did you choose your career in an assertive or in a meditative way?"*			One student says, *"When I choose [sic] career in the university, I didn't think too much. I just enrolled in tourism because I like to travel a lot."*
Teacher comments, "*When I CHOSE (*raised voice and had eye contact with the first student) *my career the first time, I didn't know what to choose, either. I went to different universities, I chose international commerce, but now I am an English teacher"*	Teacher to students Students to class	Interpersonal	Another student says, *"Medicine was my first option"* A third student says, *"It was a little difficult for me, I didn't know what to study, so I visited some universities and tourism was the best for me, so I decided to study in administration school"*

Figure 6 – Interactions between Teacher B and his students in Class 9 B

Teacher B also took advantage of positive rapport to encourage them to use English for interpersonal purposes with his students in social events. In addition to birthday celebrations, Teacher B also celebrated Valentine's Day, for example on February 13th, 2015. Teacher B only applied one rule that day: every student should speak English during the whole event. The next paragraph is an excerpt from the journal describing this social event.

02/13/2015. *Students arrived earlier than usual. They had ornaments and decorations related to Valentine's Day. They proceed to decorate the classroom and the students with snacks leave the dishes on the desk. They use their mother tongue (Spanish) for interacting. They almost finish the decoration when Teacher B arrives at the classroom, greeting the students in English. All students immediately switch to English when they see the teacher coming in. Teacher asks if they are ready, and students say that some of them are still coming with more snacks and drinks. Teacher congratulates students for the decoration and asks them where they got the ornaments. A student answers they got it downtown, near Central Park. Some female students start handing out candy to everyone in the classroom. Teacher comments they are their favorite candy. Teacher asks students if they have special plans with their boyfriends and girlfriends. They all giggle; a boy says he will take his girlfriend to the movies and then dinner; a girl says she will ask her boyfriend to take her to the most expensive restaurant in town; everyone laughs. A girl says she does not have a boyfriend but she will go to a party with her friends. Teacher comments that Valentine's also include friendship, not just love. The rest of the students arrive and they start serving the food and the drinks. They play music. Some girl students ask the teacher how he met his wife. Teacher B tells them he met her in Oaxaca when they were at the university in different semesters. Students ask him questions about if he believed she was the right one for him to marry her, etc. Students use English all the time, even though not accurate, but fluent English. When eating the snacks, Teacher B asks who cooked the food, the students answered they did. Teacher says he loves the snacks, especially the hot chipotle dipped sausages, as he likes spicy food. Students continue talking in small groups, some in Spanish but then Teacher B reminds them to speak in English, and they use English again. Then Teacher B thanks students for the food, the drinks, the music and the decoration, and says good-bye to them and tells them they will have normal classes on Monday. He asks students to pick up their trash before leaving and then they all leave.*

Class 9 C

Teacher C is very similar to his colleagues in this research project. He uses positive rapport for classroom management purposes, as Teacher A also does. He also uses positive rapport to encourage students to speak more confidently as he asks follow-up questions in a very similar way to how Teacher B does in his class. In fact, Teacher C also celebrated students' birthdays (in two occasions) and Valentine's Day in the same manner that Class 9 B did. What differentiates Teacher C from his colleagues is that he uses a lot of humor in every class, which results into a very relaxed, informal environment to learn English. Most of the students in Class 9 C are high school students, so they respond actively to this learning environment, as they also contribute to the general class humor. Figure 7 exemplifies the humor used by both the teacher and the students.

Interaction	Type	Nature	Reactions
From 01/26/2015 Teacher comments to class, *"Right now, as we are speaking, thousands and thousands of songs are being downloaded. Moreover, 50% of those songs are banda. I swear I am not one of those".* Class laughs.	Teacher to student		Student asks, "Don't you like to listen to banda music teacher?"
Teacher answers, *"I don't like to listen to banda, I love dancing banda"…* makes the dancing moves,,,Class laughs	Student to Teacher	Interpersonal	A boy student says, *"So we know where to find you on Friday nights, in Choperías* (a banda club in the city)". Class laughs
From 04/22/2015 Teacher says to class, *"It's time for break. We'll continue with this unit when we come back and then we'll do some writing. See you later"*	Teacher to student	Transactional	Student says, *"See you in 45 minutes"*. Student smiles

Teacher replies, *"Ha Ha Ha, good try, see you in 30 minutes"*	Student to Teacher	Interpersonal	waiting for Teacher's confirmation. (Breaks are only 30 minutes)

Figure 7 – Humorous Interactions between Teacher C and his students in Class 9 C

The researchers believe that the friendly rapport between Teacher C and his students was an essential element to create this relaxed environment. It was noticed that the students shared their personal experiences more often than the other classes. The learners in 9 C also began conversations and interactions more often than the other two classes. Figure 8 contains two incidents that illustrate how 9 C students started the communicative interaction by using English for interpersonal purposes.

Interaction	Type	Nature	Reactions
From 03/25/2015			
			Before class starts, a girl student asks, "Teacher, have you already seen the new Divergent movie?"
Teacher answers, *"No. Have you? Was it good?"*	Student to teacher		Student replies, *"Yes, I saw it last weekend. It is good, I even liked it more than the first one"*
Teacher asks, "Do you think it's better than the Hunger Games?"	Teacher to student	Interpersonal	Student answers, *"Both are good"*
	Student to teacher		Another girl student adds, "*I prefer Divergent because it has more action, and I love Four* (one of the characters in the movie)*"*
From 04/27/2015	Student	Interpersonal	While talking about pet peeves

	to teacher	(irritating habits from other people), a boy student says, "*You know what I really, really hate about traffic, teacher? I can't stand it when the street children clean my car window even when I say no to them"*
Teacher responds, *"Oh yeah, I hate it, too"*	Teacher to student	

Figure 8 – Interactions between Teacher C and his students in Class 9 C

After interpreting the data collected from the three classes, it can be stated that the positive rapport established by the three participant-teachers in this research had different effects on their students. Teachers B and C were more aware of how useful a positive rapport can be for their students' learning, while Teacher A used the little positive rapport for classroom management purposes. There is evidence that students respond to a positive rapport with the teacher, as they feel confident enough to share their experiences with the rest of the class, and they can even start the communicative interaction. This was not observed in Class 9 A, since Teacher A did not give enough opportunities for his students to socialize or expand their participations. Students only participated when they were asked to; they did not elaborate their responses when they could during discussions. What is more important to point out is that students in 9 A did not feel confident when they spoke the target language.

Another benefit that can be observed is that the existence of a friendly learning environment promoted by the effective use of positive rapport encourages students to interact more and express their ideas. Students in 9 B and in 9 C participated more; the latter even use personal information to share with their classmates and teacher. This is convenient to their speaking development, since learners are able to improve their fluency every time they have the opportunity to speak. Given the circumstance that they are sharing experiences and not really being evaluated, students pay more attention to the message they want to convey and less attention to grammar mistakes, which reinforces their fluency. Obviously,

these participations must be in the target language and not in the mother tongue, since the progress would go to waste if they did it in Spanish.

4.1.4 PARTICIPANTS' OPINIONS ABOUT RAPPORT

In this section, the opinions of the participants are presented to confirm and validate the benefits outlined in the previous sections. All three teachers were interviewed in order to know their opinions about using a positive rapport in the ELT classroom and discuss the possible benefits on student's speaking development. All the students of the three classes answered the survey given to that on the final exam day of the course.

Teachers' Opinions

To begin with, the way the teachers established rapport with their students and how they interacted with them for the rest of the semester are directly related to what they think of using a positive rapport in their classes. Teachers B and C seem to be more aware of what rapport can contribute to their classes - even though Teacher B did not know the term due to his lack of professional training, he was aware of the concept once it was explained to him. Both teachers believe rapport is an important factor to have a successful English class. Teacher B mentions that students must have a comfortable learning environment where every single student can ask any question they want without feeling they will be rejected or evaluated. For him, "it is better if students ask questions before the exam, no matter how small or insignificant the answers seem to be. In this way, they are on time to be corrected and will do well in the exams". Teacher C states that rapport is

very important for the success of any English class because “both teacher and student must agree on how to work comfortably so that all educational goals can be achieved”. Teacher C also adds that students must trust their teachers so they can rely on them whenever they have questions or need help to develop their language skills.

On the other hand, Teacher A considers rapport as “a recommendable technique for an effective classroom management, so that students respect the teacher, their classmates, and the classroom rules”. It is evident that Teacher A has a different, if limited, notion of what a positive rapport can contribute to ELT learners’ general development. Similar to Underwood’s (1987), Teacher C’s opinion about rapport is that it constitutes “the best method to have students trust that their teacher is the person that can help them achieve their goal of learning a foreign language”. This implies that students should see teachers as the maximum authority in the class, which is a known characteristic of the traditional teaching model (Richards & Rodgers, 2001).

Out of the three teachers, only Teacher C has used positive rapport as a motivational strategy. He mentioned that he tries to make sure his students know he is more a collaborative teacher than an authoritarian one; the intention behind this is that his learners can feel comfortable around him and talk to him whenever they need help. Teacher C actually experienced this strategy as an English learner when one of his teachers created a friendly environment where all students felt like a family. Teacher C remembers that he felt he learned better with that teacher and not with other teachers that were more interested in being in control and not in helping students to learn. This is exactly the benefit that students can get from having a positive rapport with their teacher. Teacher C affirms that the greatest benefit is having a friendly learning environment where they can practice the target language without feeling threatened or judged. He ends the interview with the statement that he would surely use rapport if he knew more about the benefits that could bring to students’ speaking skill.

Teacher B informed that he has never used rapport as a motivational strategy directly to his students. Indirectly, he has taken advantage of how students see him as a collaborative teacher to ask students to give more than expected. Teacher B admits that there are students who get to study English level 9 but do not have enough fluency to be in that level. This is why he tries to help them by combining two strategies- good rapport and English speaking at all times – to encourage students to speak more in class. He also acknowledges this last level as the one in which students should really develop their speaking skill; consequently, Teacher B believes that making students feel comfortable in class helps them to build confidence and encourages them to speak more, especially if they are motivated to talk about what they like. Finally, he would use positive rapport as a motivational strategy more directly to get more effective results.

In his interview, Teacher A reported that he has never used rapport in any other context than classroom management. The benefits that students get from rapport are a better-organized class, with higher chances to achieve their learning goals. Interestingly, he mentioned that he would be willing to use rapport as a motivational strategy to encourage students to speak more. Nevertheless, he also expressed his concern about how easily students would abuse that friendly relationship between teacher and learners. He even predicted that students could stop doing homework or making their best effort as the teacher could have a relaxed attitude about it.

Students' Opinions

A survey was applied to all students in the three different groups of English level 9 in order to collect learners' opinions about the use of positive rapport as a motivational strategy to use English with interpersonal purposes. The students answered this survey on the same date that they took their final exam, so that their

answers reflected what they have experienced in the last four months of the English level 9.

In the first question, students were asked what aspect of their English learning they thought had improved this semester. Figure 9 shows the results.

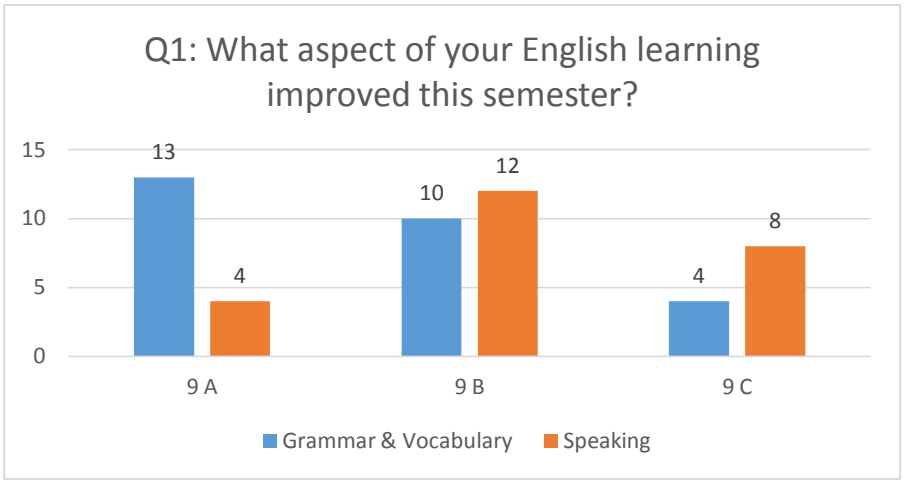

Figure 9 – Students' Answers to Survey Question 1

As expected, most of the students who considered that their grammar and vocabulary had improved and not their speaking were in class 9 A. For the other two groups, the majority of learners agree that their speaking skill had improved. This agrees with the observations that confirmed that students in classes 9 B and 9 C participated more often in speaking activities and in socializing incidents.

The second question asked students to choose a category to describe their relationship with their English teacher. Figure 10 shows the results.

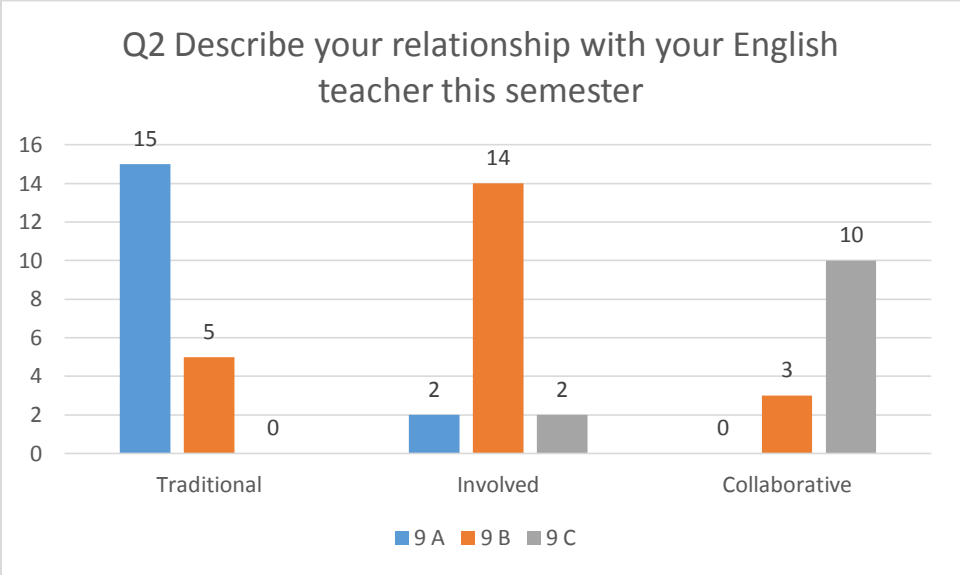

Figure 10 – Students' Answers to Survey Question 2

Students also perceived clearly how their teachers teach or manage their classes. With this information, it can be confirmed that learners know the difference when a teacher is more involved, interested in their learning. Most of the students in class 9 A did not see any change or innovation in their teacher's class. Quite a few learners in 9 B agreed that their teacher was involved in their learning. Finally, the great majority (83%) of students in 9 C confirmed that their teacher was one of the most collaborative teachers they ever had.

In the third question, students answered whether they feel comfortable enough with their teachers and classmates to participate in speaking activities or by just giving their opinions in class discussions. The results are shown in Figure 11.

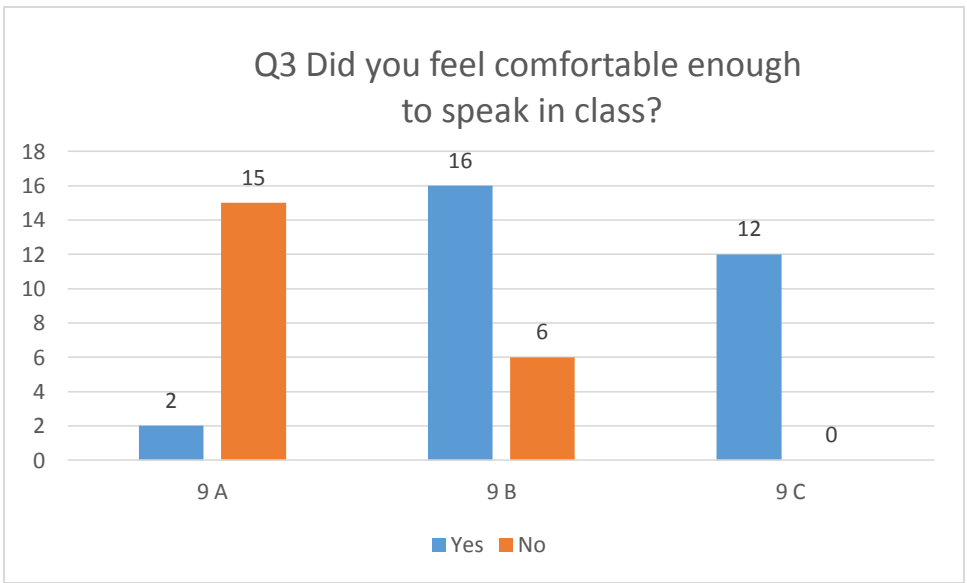

Figure 11 – Students' Answers to Survey Question 3

As seen in Figure 11, most students in class 9 A do not comfortable enough to speak in the classroom. The reasons that students provided include the fact that Teacher A corrects them all the time and that they are more interested in getting the requirement they need in their undergraduate programs, and not really achieve communicative competence in the foreign language. In class 9 B, the majority of the students stated that they felt more confident when speaking because Teacher B made them speak a lot in class and not use Spanish in the classroom. Students consider that the increase of the amount of participation in class improved their speaking. Finally, absolutely every student in class 9 C agreed that they felt comfortable speaking English. The reasons they enlisted include the fact that the teacher made them speak English all the time and that he had a nice way to correct them.

The fourth question in this survey asked students of English level 9 classes to reflect on whether the relationship with their teacher helped them to develop their speaking skill. The results are shown in Figure 12.

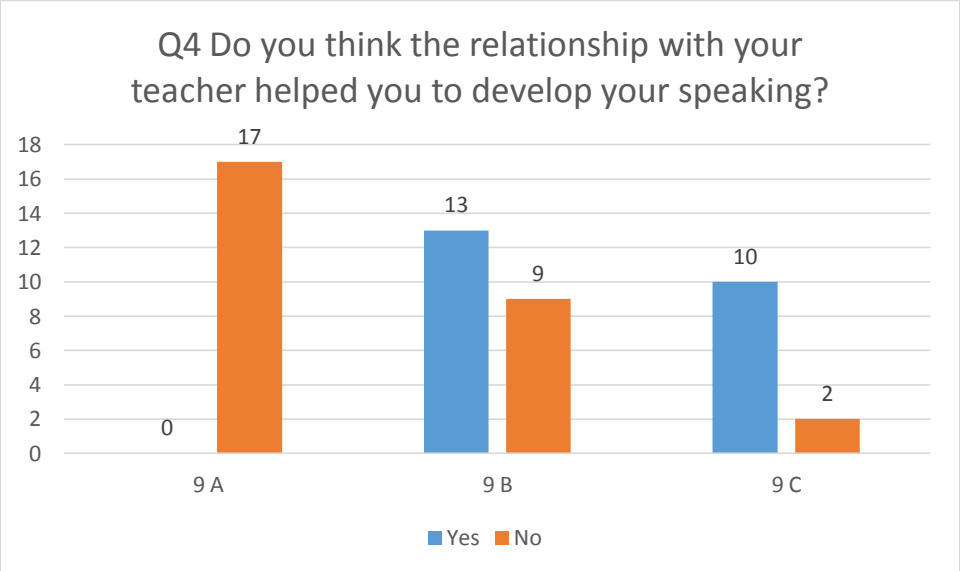

Figure 12 – Students' Answers to Survey Question 4

All students in class 9 A do not think the relationship with their teacher had helped to develop their speaking. Among the comments they provided, they mentioned that speaking is an ability they have to develop by themselves. This might lead to the idea that these students do not expect teachers to help them improve their speaking, as they have to practice it outside the classroom. Another comment students included was that the teacher did not speak to them in English all the time. There were times that the teacher used Spanish in class. Finally, there were students who affirmed they were afraid of their classmates' laughter when they made pronunciation mistakes.

Regarding class 9 B, 60% of the students think the teacher helped them to improve their speaking. This is confirmed with the observations, as Teacher B gave students many opportunities to speak in the classroom. These students commented that their teacher spoke English all the time, encouraging them to speak the target language as much as they could, too. Some other students stated that the teacher was very interested that all of them could speak English all the time. From the students who did not think the relationship with the teacher helped them, one wrote the comment that it was not the teacher's fault, but hers, since she was too shy to speak in English in public.

As for class 9 C, almost every student believed that the rapport with their teacher helped them to improve their speaking. They stated that their teacher knew how to correct them and some even mentioned that he had a cool attitude all the time since he was tolerant to their mistakes. This circumstance helped them to be

more confident and open to speak more in class. Other comments from students valued the fact that the teacher could speak a variety of topics with them, so they did not only talk about lesson topics, but they also had conversations about their interests and current events, such as movies, sports, fashion, music, etc. Finally, a student acknowledged the fact that Teacher C spoke English to them all the time, to the point that it became natural to them to speak to English to their teacher, too.

4.1.5 FINAL ORAL EXAM

The last evidence presented for this dissertation are the results that the students of all three level 9 classes obtained in their final oral exam, which was taken on April 13th, 2015. Figures 13 to 15 show the two compared results: the initial oral exam and this final exam for every class. The way this information is presented aims at having a clear appreciation of how much students progressed in their speaking development based on the positive rapport teachers had with their students.

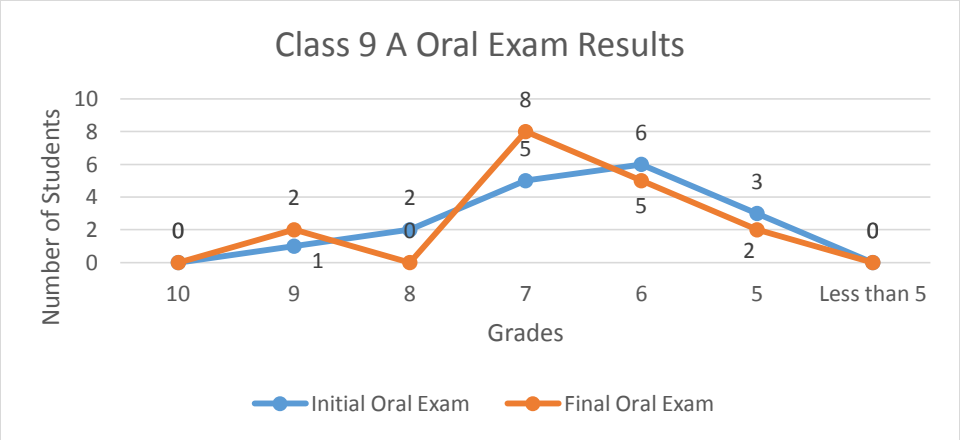

Figure 13 – Comparative Chart of Class 9 A Students' Results in the Oral Exams

Analyzing the previous graphic, it can be observed that the results of the final oral exam in class 9 A did not change too much from the initial oral exam. Most of the students are inside the 7-5 grade range; this implies there was not too much progress on them. It can also be observed that the peak changed to one lesser grade: 7. In the initial oral exam, five students got this grade, while in the

final oral exam, three more students scored 7. On the one hand, this is discouraging since only two students scored higher than 7; on the other hand, it is satisfactory to see that two students scored a higher grade this time, from 6 to 7.

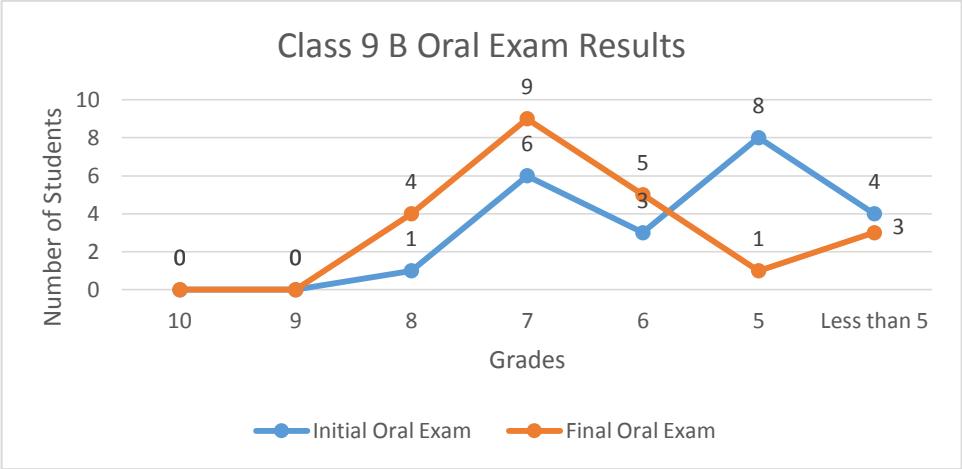

Figure 14 – Comparative Chart of Class 9 B Students' Results in the Oral Exams

As for Class 9 B students, their results were not the ones the author of this dissertation expected. Instead of having an increase of students in higher scores, there was an increase into a lesser score. It can be seen that only one student scored 8 in the final exam while four students had scored the same grade in the initial exam. Then, three more students (nine in total) scored 7. This might have happened because they were still nervous about taking an oral exam, especially when a teacher they do not know interviews and evaluates them. On the other hand, the weak students who had scored 5 in the initial oral exam improved their score to 6 and even 7.

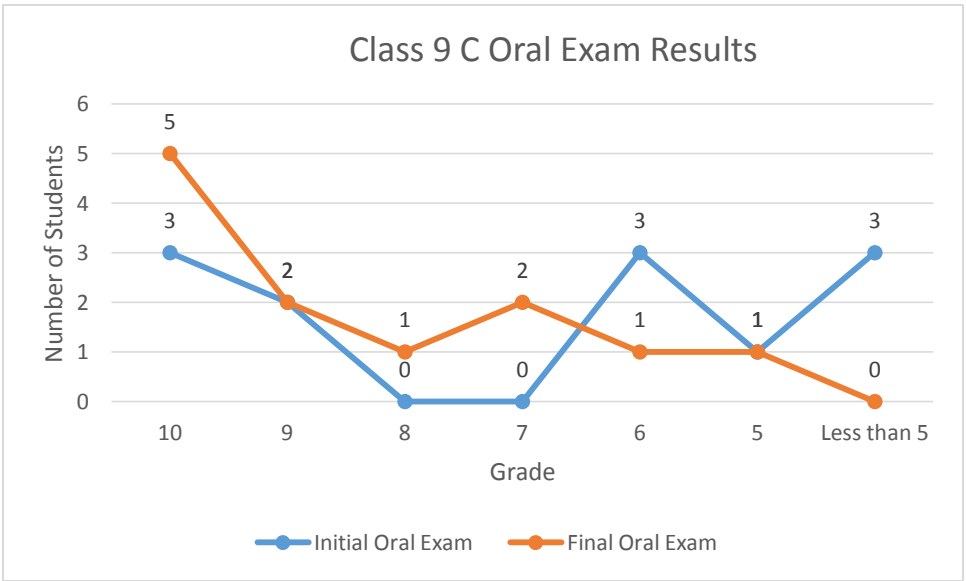

Figure 15 – Comparative Chart of Class 9 C Students' Results in the Oral Exams

For Class 9 C, the scores changed for a better result. Two more students scored 10 in this final exam than in the initial oral exam. This is a satisfactory result as it is evidence that the learners' speaking skill improved this semester. As well, more students with lesser scores in the initial oral exam got better grades in the final oral exam. While seven students had scores from 6 to less than 5, this time only two students had 6 or lesser. There were students who increased their grades to 7 (two students), to 8 (one student) and to 9 (two students).

It is time now to correlate the results of the final oral exam with the information obtained from observations, interviews and journals. It can be concluded that there was an improvement in students' speaking skill in the class where the teacher had a positive, friendly rapport with his learners: Class 9 C. This positive learning environment allowed students to gain confidence in themselves, be more participative in class, and especially, use English for interpersonal purposes. All these factors helped students to improve their speaking, which means that the teaching-learning process objectives were achieved successfully.

All these results and findings have helped answer the research questions of this investigation. Some benefits have been found as the use of positive rapport to motivate EFL students to engage into interpersonal communication in the target language was explored. Based on this information, the author of this paper can draw conclusions which will be presented in the next section.

CONCLUSION

This research project was conducted in order to determine to what extent the establishment and the strategical use of rapport can be an effective motivational technique to promote interpersonal communication among EFL students. Three upper-intermediate classes were observed, tested, and surveyed in order to analyze the establishment of positive rapport; the use of this rapport to interact with students; and the rapport-based encouragement for students to speak English for interpersonal purposes.

Based on the findings in this dissertation, it is recommendable for EFL teachers to count on a helpful tool to help their students to develop their speaking skill. This is rapport, the friendly relationship between students with their teachers and their classmates, which results into a positive, enjoyable, respectful, and socio-cultural learning environment (Yadav, 2012). In addition to the already known benefits that rapport can give as a classroom management strategy (Underwood,

1987; Harmer, 2001), it is possible to use positive rapport as a motivational strategy to encourage students to use English for socializing with other people.

A positive, friendly rapport provides the appropriate learning environment in which EFL learners feel confident enough to express and share their ideas without being harshly corrected or judged by their teachers or peers. The students in this research proved to be more participative in the classes where the teachers were concerned to provide a collaborative, respectful atmosphere in the classroom. Communication between the teacher and his students was very healthy to the point that they could socialize inside the classroom during the lessons. Students even started these social interactions, as they felt confident enough to have a conversation in English.

With the evidence presented in this research, it is clear that two of the three teachers who participated in this project took advantage of the friendly relationship they establish with their students to encourage them to develop their speaking skills. They followed the model described by Dornyei and Otto (1998, as cited in Schmitt, 2013). First, Teachers B and C established positive rapport with their students by showing interest in their student's hobbies, learned their names, celebrated their birthdays, etc. Then, they encouraged their students to socialize with them and with their classmates, talking about the topics they liked, talking about personal experiencies, and using humor. They also kept students' interest and motivation all through the semester by promoting the interpersonal use of the target language. Finally, Teachers B and C praised the students about the progress they achieved by speaking the foreign language more fluently.

In the light of the above, the use of rapport as a motivational strategy to develop interpersonal communication would lead to the integral learning that the Language Department Campus IV, UNACH aims to provide to its English learners, helping them to be able to exchange ideas when interacting with other English-speaking students, foreign visitors, and people from other cultures students may

work with. This could also work in other classes in different schools. There might be different circumstances, including cultural ones; however, it is possible for all English teachers to have a good, positive relationship with their students, and use this rapport to encourage students to talk more frequently and for social purposes. When students share their ideas for interpersonal purposes, they focus on the message they want to convey and do not pay too much attention to grammar mistakes. This leads to an improvement in students' fluency, as they become self-motivated to keep sharing their experiences and opinions.

The author of this dissertation has been a witness himself of this correlation between a positive rapport and the development of students' speaking fluency. As English teacher, he is concerned in assuring a friendly, respectful, and collaborative learning environment for every student in class. In this way, they feel comfortable asking their doubts, speaking in class with no fear of being laughed at, expressing their opinions in the different topics that they are interested in, sharing their personal anecdotes to the rest of the class. Several students have confirmed the author of this project that they feel they have improved their speaking in his class because they feel the teacher really listens to them for the first time. They also appreciate not to be corrected all the time; in case they are corrected, they do not mind it as they feel a friend is correcting them instead of a bad-tempered, judgmental teacher. This is actually how the idea of this research project emerged.

It is satisfactory to observe how English teachers are changing their perspective towards establishing a positive rapport and use the benefits from it. In the last four years, many studies related to how rapport contribute to language learning have been published. Richard Amato (as cited by Yadav, 2012) discovered that students are psychologically dominated by teachers, this is why there is usually conflict between teacher and students and a low academic performance if the class lacks mutual trust and respect. Clark (2014) had a doctoral study where she found that a display of kindness and caring from teachers usually meet a sense of appreciation and willingness to improve from students.

Bouras & Keskes (2014) found a correlation between students' motivation to learn the foreign language and teacher's actions to build a positive rapport. All these studies have brought light to a topic that was merely considered a classroom management strategy. More and more academic experts are paying more attention to the benefits of having a positive rapport in the EFL classroom.

From an investigative point of view, this project achieved its objectives and found answers to its research questions. It determined how Language Department Campus IV, UNACH teachers establish rapport with their students. All three teachers in this study established rapport; one used it as for transactional purposes while the other two could take advantage of positive rapport to expand communication to interpersonal purposes. This project found evidence that EFL learners respond actively to teachers' interactions based on rapport, having them use the target language

Finally, this research expects to contribute to the importance of the quality of the human relationship between EFL teachers and their students to assure the success of the teaching-learning process. It was mainly based on using rapport to encourage learners to speak English as much as they can in class. It was concerned with how teachers can build a friendly learning environment so students can feel confident with themselves and comfortable with their teachers and peers to socialize. There is still a wide field of research into rapport that this research did not consider. For example, it would be interesting to know if rapport with students is built more effectively if the teacher was male or female (gender-based study), young or elder (age-based study), native or non-native (background-based study). These studies would also enlighten the knowledge about how beneficial rapport can be for a successful teaching-learning process.

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APPENDIX 1

UNIVERSIDAD AUTONOMA DE CHIAPAS
DEPARTAMENTO DE LENGUAS CAMPUS IV

SURVEY FOR LEVEL 9 STUDENTS AT THE LANGUAGE DEPARTMENT CAMPUS IV

SCHOOL TERM JANUARY - JUNE 2015

This survey aims at collecting general information from Level 9 students, which will be used for the dissertation called "The Effective Use of Positive Rapport in EFL Students of an Advanced English Course".

Instructions. Answer the following questions.

Level 9 Group _____ Class Period_____ Teacher's name _____

Gender _____ **Age** _____ **Type of student** _____

If university student, what program do you study? _____

1. What English level did you take when you first studied in the Language Department?
   _____
2. Why do you study English?
   _____
   _____
   _____
3. Do you like to study English? Why? Why not?
   _____
   _____
   _____
4. How do you like to learn English?
   _____
   _____
   _____
   _____
5. What are your main interests or hobbies?
   _____
   _____
   _____

Thanks for your information

APPENDIX 2

UNIVERSIDAD AUTONOMA DE CHIAPAS
DEPARTAMENTO DE LENGUAS CAMPUS IV

LEVEL 8 ORAL FINAL EXAM

To begin with, we need to ask some personal questions about the student and get him/her feel relax before the examination takes place.

PERSONAL QUESTIONS (individual) Ask the first 5 questions plus two questions more. Choose from questions 6-8.

1. What's your name?
2. How old are you?

3. What do you do?
4. What level are you in?
5. Who's your teacher?
6. What kind of family do you have?
7. What are the advantages and disadvantages of having an extended family?
8. Describe a turning point in your life

INTERVIEW (PAIRS) Have students ask each other the questions in the cards

PAIR QUESTIONS (STUDENT A)

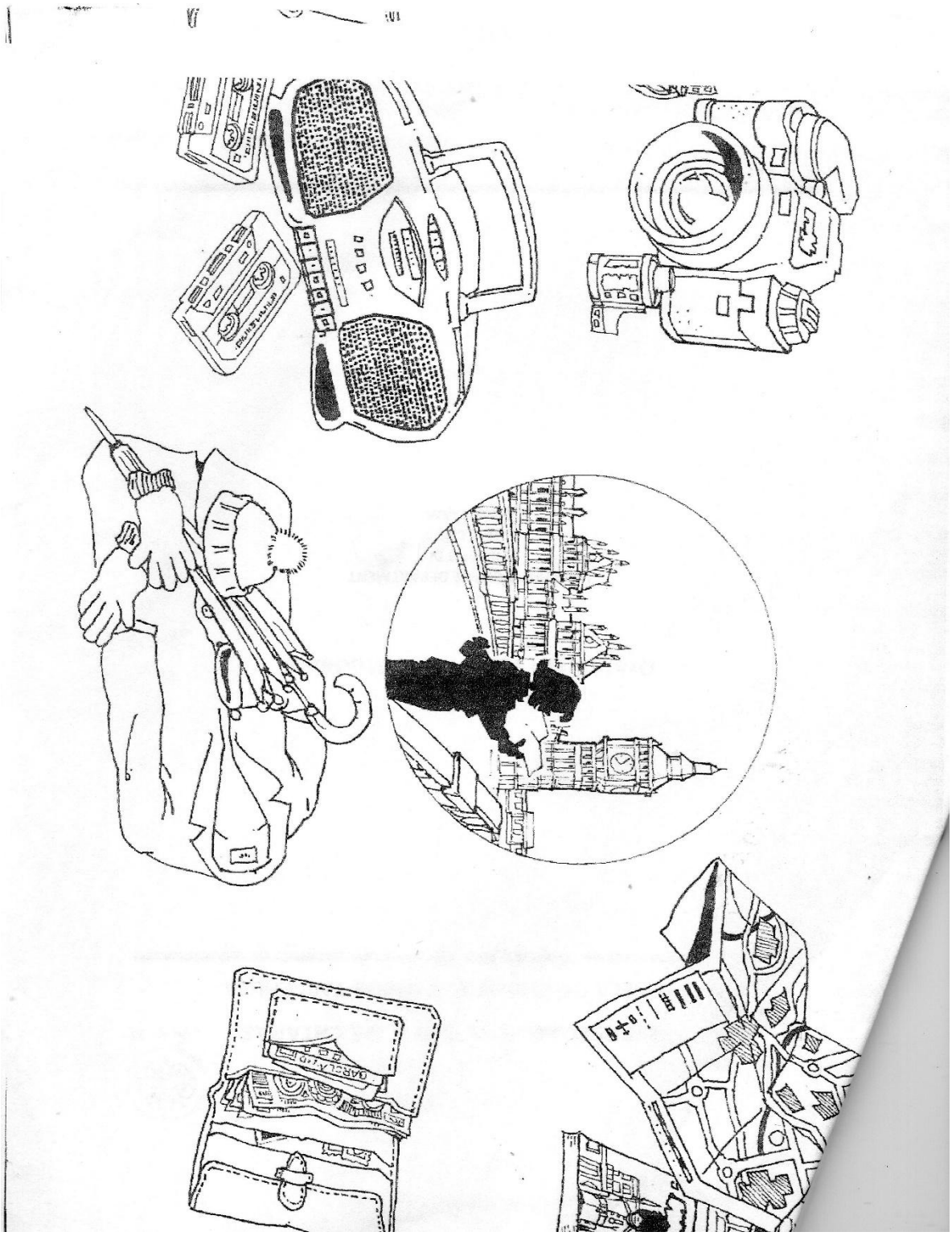
4. What is good city for a honeymoon and why?
5. What is a place that would make a great family vacation spot?
6. Are you a morning person or a night owl and why?

PAIR QUESTIONS (STUDENT B)

7. Can you remember your dreams?
8. What was the last dream you had?
9. Have you ever had a prophetic dream?
10. What was it about?

PAIR WORK . The students will be provided of a photograph where they have to negotiate meaning. Students have to agree on the two things and they have to make their conversation natural and interesting. Give them one or two minutes to prepare.

Situation. A group of friends are going to London vacation. Ask the students to make a conversation where they have to decide two things they have to take with them when going to London.



APPENDIX 3

OBSERVATION SHEET

This sheet is aimed at collecting information for the thesis "The Effective Use of Positive Rapport in EFL Students of an Advanced English Course"

Instructions: Read the statements and circle the corresponding number according to the following scale: 1 = Always 2= Usually 3= Sometimes 4= Rarely 5=Never

Statements	
Teacher greets students	1 2 3 4 5
Teacher remembers students' names	1 2 3 4 5
Teacher notices interesting features of students' appearance	1 2 3 4 5
Teacher learns something unique about each student	1 2 3 4 5
Teacher asks about student's lives outside school	1 2 3 4 5
Teacher shows interests in students' hobbies	1 2 3 4 5
Teacher recognizes students' birthdays	1 2 3 4 5
Teacher celebrates students' birthdays	1 2 3 4 5
Teacher moves around in class	1 2 3 4 5
Teacher includes personal topics and examples about students	1 2 3 4 5
Teacher sends notes/homework to absent students	1 2 3 4 5
Teacher shows a sense of humor	1 2 3 4 5
Teacher is available before, after, or outside of class	1 2 3 4 5
Teacher encourages class discussion	1 2 3 4 5
Teacher shares personal insight or experiences with students	1 2 3 4 5
Teacher relates course material in everyday terms and examples	1 2 3 4 5
Teacher understands that there are occasional problems that arise and inadvertently hinders students' progress	1 2 3 4 5
Teacher appreciates that students have their own special talents	1 2 3 4 5
Teacher shows enthusiasm to inspire students	1 2 3 4 5
Teacher trusts his/her students	1 2 3 4 5

Teacher interacts more, lectures less	1	2	3	4	5
Teacher is respectful	1	2	3	4	5
Teacher makes eye contact with all students	1	2	3	4	5
Teacher is gentle and polite	1	2	3	4	5
Teacher smiles at the class	1	2	3	4	5
Observations:					

APPENDIX 4

JOURNAL SHEET

This journal is aimed at collecting information for the thesis "The Effective Use of Positive Rapport in EFL Students of an Advanced English Course"

Instructions: Observe and write down teacher's interactions with students by completing the following chart.

Type = T-Ss, Ss-T, T-S, S-T, S-S Nature = T (Transactional), I (Interpersonal)

Interaction	Type	Nature	Reactions

APPENDIX 5

INTERVIEWS

This structured interview is aimed at collecting information for the thesis "The Effective Use of Positive Rapport in EFL Students of an Advanced English Course". The three participants have already accepted being interviewed and give the dissertation writer the permission to publish any information collected from these interviews.

INTRODUCTORY QUESTIONS

1. How long have you been an English teacher at the Language Department, UNACH, Campus IV?

2. What classes do you teach in this semester?

3. How do you help your students develop their speaking skill?

RAPPORT-RELATED QUESTIONS

1. Are you aware of the term rapport in English language teaching?

2. How important is rapport for you?

3. Have you ever used a positive rapport as a motivational strategy?

4. What benefits do you think a positive rapport can give to your students?

5. Would you use a positive rapport as a motivational strategy if you knew more about the positive effects on students' speaking skill?

APPENDIX 6

UNIVERSIDAD AUTÓNOMA DE CHIAPAS

ESCUELA DE LENGUAS TAPACHULA CAMPUS IV

ENCUESTA A GRUPOS DE NOVENO NIVEL DEL DEPARTAMENTO DE LENGUAS CAMPUS IV

CICLO ESCOLAR ENERO – JUNIO 2015

Esta encuesta tiene como objetivo recolectar información de los alumnos de 9 nivel de Inglés Avanzado del Departamento de Lenguas Campus IV para la tesis denominada "The Effective Use of Positive Rapport in EFL Students of and Advanced English Courses".

Instrucciones. Contesta las siguientes preguntas con total honestidad.

9 Nivel Grupo _____ Horario de clase_____ Género _____

1. ¿Qué aspecto de tu aprendizaje se desarrolló más en este nivel? Sólo escoge una opción.
   _____ Gramática y vocabulario _____ Habilidad comunicativa (speaking)

2. ¿Cómo describirías tu relación con tu profesor de 9no nivel en este ciclo escolar?
   ____ Relación de maestro – alumno tradicional
   ____ Relación donde el maestro está más involucrado en tu aprendizaje
   ____ Relación donde el maestro es más como un colaborador/amigo que facilita tu aprendizaje

3. ¿Sentiste tener la confianza necesaria para participar más en las actividades de expresión oral (speaking)?
   ____ Si, por que
   _____
   _____
   ____ No, por que
   _____
   _____

4. ¿Consideras que la relación que tienes con tu maestro es un factor importante para desarrollar tu expresión oral (speaking)?
   ____ Si, por que
   _____
   _____
   ____ No, por que
   _____
   _____

5. ¿Qué beneficios tienes si tu maestro de inglés se muestra más involucrado en tus intereses, más cercano a ti, más como un colaborador amistoso que un maestro autoritario?
   _____
   _____
   _____

GRACIAS POR TU PARTICIPACIÓN

APPENDIX 7

UNIVERSIDAD AUTÓNOMA DE CHIAPAS

DEPARTAMENTO DE LENGUAS CAMPUS IV

ORAL EXAM 9TH LEVEL

PART 1

Select one or more questions from any of the following categories, as appropriate.

LIKES AND DISLIKES

- Do you like cooking? ….. (What sort of things do you cook?)
- What's your favorite food? …….. (Why do you like it?)

WORK AND EDUCATION

- Is there something new you'd really like to learn about? (Why?)
- What kind of work would you really like to do in the future? (Why?)

FREE TIME

- Does anyone you know have an interesting hobby? …… (What does he/she do?)
- Have you got any plans for this weekend? …… (What are you going to do?)

HOLIDAYS AND TRAVEL

- Have you ever used your English on holiday? ……. (Where were you?) (What did you use it for?)
- Have you ever had problems on vacations? ... (Where were you?) … (What happened?)

MEDIA

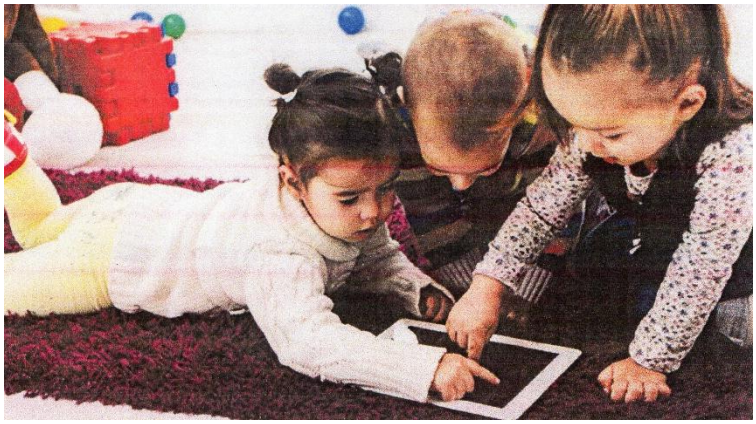
- How has the Internet changed the way people make consumer choices?
- Do you think government should regulate the use of social nets? … (Why?)

PART 2

Provide each of the examinees a pair of photographs. Ask them to talk about the photographs on their own for a minute, and to answer short questions about their partner's photographs.

Take turns to set the instructions.

EXAMINER

I'd like to you to compare the photographs, and say if you believe children should be exposed to technology as early as possible.

Short question: What kind of games did you use to play when little?