

Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry

A thesis submitted to the Department of English Education

In partial fulfillment for Master of Education in English

Submitted by

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Central Department of English Education

Faculty of Education

Tribhuvan University

Kirtipur, Kathmandu, Nepal

2021

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Declaration

I hereby declare that to the best of my knowledge this research is original; no part of it was earlier submitted for the candidature of research to any university.

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Dedication

Dedicated to

My late parents who brought me in this world and devoted their entire life to make me what I am today and whose blessing is with me forever.

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First and foremost, I would like to take this opportunity to express my humble gratitude to my thesis supervisor, **Dr. Tara Datta Bhatta, Professor**, Department of English Education for his proper guidance, constant supervision and constructive feedback to shape the research work in this frame. He was always there with his constant support and inspiration during the whole time. Without his constructive feedback and guidance, I could not have created such a piece of work.

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Abstract

This study entitled **Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry** aimed to explore the rapport building strategies of teachers in ELT classroom and the importance of rapport building for teaching and learning. It also identified the challenges to the building good rapport with the students. I used qualitative research method adopting narrative inquiry design to carry out the study. The population of the study included all the secondary level English language teachers from Kathmandu district. Four English language teachers were selected as the sample for the study by using non- random purposive sampling. Required data were elicited conducting open ended in-depth interview. The data were analyzed by using thematic approach. From the analysis and interpretation of the data, it was found that the teachers used different strategies of rapport building with the students in ELT classroom such as knowing the students, respecting them, treating equally to them, listening to them and their problems, recognizing birthdays, sharing personal topics, conducting interactive activities, behaving with them friendly, moving around in the classroom, using sufficient teaching materials in the classroom and students talking time in the classroom. Moreover, rapport building has a significant role to make the students motivated and satisfied towards learning as well as help to have high academic performance. Besides that, findings of the study also showed that it is difficult to establish good rapport with students in heterogeneous, diversified and overcrowded classrooms for teaching and learning.

This thesis consists of five chapters. The first introduction chapter consists of background of the study, statement of the problem, objectives of the study, research questions, rationale of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter deals with the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methodology of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. Similarly, the fourth chapter includes the results and discussion. Finally, the fifth chapter incorporates the conclusions and recommendations of this research.

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Lists of abbreviations

ELT	English Language Teaching
CLL	Cooperative Language Learning
EFL	English as a Foreign Language
STT	Student Talking Time
TTT	Teacher Talking Time
TPD	Teacher Professional Development
SM	Student Motivation
ESL	English as a Second Language

Chapter I

Introduction

The presented study is entitled as **Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry**. The first chapter consists of background of the study, statement of the problem, objectives of the study, rationale of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

Rapport building has become one of the most important aspects to ensure effective language learning and teaching environment. Recent studies have found that the good relationship between teachers and students plays a vital role for enhancing language proficiency and developing different language skills (Fitrawati, 2010; as cited in Thapa, 2017). Furthermore, it can be said that the relationship between the teachers and the students is an important predictor of academic engagement and achievement. In fact, to create a favorable learning climate, teachers need to have positive relationship with their students. As Mensah and Koomson (2020) stated that students who perceive their teachers as more supportive have better achievement outcomes. Rapport, a social and psychological phenomenon, is taken as the ability of an individual to relate to others in a way that creates a level of trust and understanding (Acharya, 2017). Rapport building of English language teachers has received increased interest in English language teaching.

Moreover, numerous studies show that rapport building between teachers and students influences the individual success of students in addition to their perceptions of higher education and career aspirations (Baker & Griffin, 2010; Buskist & Saville, 2001; McKinsey, 2016). When the environment of the classroom is positive, students perceive the class as a safe environment where their identity, feelings, and beliefs are respected rather than disregarded (Frisby et al., 2014). As a result, students feel safe in the classroom, displaying a tendency to participate actively without fear of being judged. Coupland (2003) stated that rapport is significant for reducing the student's anxiety in the classroom. Rapport building of English language teacher is important for well collaboration and communication to have well understanding in language teaching and

learning. Teacher-student relationship is an integral part of the total educational process which has a great role on the level of students' academic engagement and achievement. Rapport building is necessary for improving students' academic work, teachers should endeavor to deliberately establish a good relationships with students. A good relationship between teachers and students could make students feel active and motivated to cooperate and improve their academic work.

Furthermore, good communication between teachers and students is needed to facilitate the teaching and learning activity. Having interaction and communication in the classroom will build a relationship between teacher and students (Nova & Sukyadi, 2017). Building a good relationship among teachers and students is a key aspect in teaching and learning. Therefore, comfortable classroom climate is encouraged because the belief is that students can learn better in such an environment. In language teaching, in particular, Krashen and Terrell's Natural Approach (1983), the teacher aims to create a friendly classroom atmosphere to promote learning. In the same spirit, Tsui (1996, p.164) writes 'establishing a good relationship with students is extremely important in creating a conducive learning atmosphere in the classroom'. In this regard, a good relation of teachers with his students can open up a comfortable space for more learning opportunities, students' participation can be increased in the classroom as a community of learning and practicing a new language which leads students to higher achievement.

However, teachers are facing numbers of challenges, struggles and dilemmas throughout their personal and professional lives in building rapport with the students because without good relationship among students and teachers then teaching learning activities becomes less effective. For minimizing the challenges and struggles, Halim (2015) states that "one of the ways is, lecturers need to build a good relationships with their students. Students who build good relationships with their lecturers were much more likely to be successful in their studies". Rapport improves numerous classroom areas; especially motivation, feedback, student learning and communication. For developing a good relation with the students, it is necessary to understand the concept of rapport building strategies and its impact on teaching learning activities. However, teachers in Nepal are not aware about the rapport building strategies though it can help

the teacher to make their students understand. Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that lead to students' feeling capable, competent, and creative (Brown, 2001). Hence, rapport has been widely used as a vital tool in enriching the learning environment.

From the previous studies, I noticed that due to the lack of rapport building strategies, teaching learning becomes worthless because without good rapport among teachers and students they feel quite uneasy to learn. For making teaching learning activities more fruitful teachers can use different rapport building strategies e.g. Harmer (2008, p. 25) proposed four different strategies that could nurture the relationship between students and teachers: first, recognizing student's individuality, including their name, beliefs, personality, and background; second, showing fairness towards all students; third, treating students with respect; and, fourth, giving students full attention while listening to them. Knowing the students' names is recognized as one of the most effective strategies as the first step in building rapport with the students. In this regard, rapport building strategies includes the core aspects as collaboration, experience, knowledge, private chat with the students, engagement in different activities, communication, group work, group discussion and so on in the classroom. Therefore, by examining the previous studies, I hope this research study would provide the voice to Nepalese English language teachers to explore rapport building strategies in ELT classroom in creating good environment in English language teaching and learning as well as to explore the importance of rapport building in the classroom.

To wrap up, rapport building creates a good environment for teaching and learning, in the absence of good rapport among teachers and students can bring negative learning outcomes. In teaching and learning, rapport building is less prioritized even though it is one of the most important areas to be studied for collaborative teaching and learning because of teacher dominated classroom practice. There are different problems in English language teaching and learning which can only be solved by building a good rapport between teacher and student. The teachers can use different strategies or techniques for establishing a good rapport with students in the classroom for English language teaching and learning. Therefore, success depends on a good rapport among

teachers and students because close relation can help the students to share their problems with their teachers and get feedbacks from their teachers. In this study, I explored what kind of rapport building strategies can be used and what strategies teachers are using to teach their students and the importance of rapport building in ELT classroom which is necessary for English language teaching and learning. This study also identified the challenges to the building good rapport with the students.

Statement of the Problem

Teaching English language in the classroom is very challenging job until and unless there is not good relationship among teachers and students. Though the reviewed studies have also discussed about rapport building strategies and its importance in EFL classroom but what I found was most of the studies were carried out in an international school context rather than in Nepalese school. Based on the body of reviewed literature only few research studies could be seen in Nepal regarding rapport building as Acharya (2017) carried out his research study on 'Rapport Building in Classroom: Strategies and Role in Learners' Performance'. Similarly, Thapa (2017) conducted her research work on perception of teachers towards rapport building to improve learners' language proficiency. As we have clear concept of good rapport but we cannot see teacher and student more frank towards learning.

Therefore, from the studies I came to know the necessity of carrying out research on rapport building strategies of teachers in ELT classroom. The study aimed at exploring the strategies of rapport building strategies and its importance in teaching and learning a language. As an area of my study I focused on, what kind of rapport building strategies teachers' use with their students to conduct teaching learning activities? As well as I figured out the importance of rapport building in teaching and learning, as why it is important to the teachers and the learners for teaching and learning? And I also identified the challenges to the building good rapport with students. However, not all the teachers build rapport with their students in the same manner because the boundary of relationships that the teachers have with their students may be different (Sherif, 2020). Therefore, more specifically, I selected this particular topic for my research study. I explored the strategies of rapport building by the teachers in ELT classroom and the

importance of rapport building in teaching and learning a new language which was remained to be studied. Similarly, this study identified the challenge to the building good rapport with the students.

Objectives of the Study

Objectives refer to the target that a researcher does something to reach the desired target. Therefore, every research has some objectives that we need to focus on. The objectives of the study were as follows:

- i. To explore the rapport building strategies of teachers in ELT classroom.
- ii. To find out the importance of rapport building in teaching and learning.
- iii. To identify the challenges to the building good rapport with the students.

Research Questions

To identify the exact situation of the problem, the research study addressed the following questions:

- i. What are the rapport building strategies used by the teachers in ELT classroom?
- ii. What is the importance of rapport building in teaching and learning?
- iii. What are the challenges to the building good rapport with the students?

Rationale of the Study

Teaching is not an easy job because it needs hard work, devotion, dedication, determination. This study will be very effective in the sense that rapport building is like building block for effective teaching and learning. In addition, rapport building is important to bring positive thought in teachers and ultimately helps in students' learning to improve and strengths the whole educational system of the nation. This study explored the strategies of rapport building used by the teachers in ELT classroom. In the context of Nepal, rapport building among teachers and students seems to be less important, therefore this study will be helpful for realizing the importance of rapport building as well as to examine strategies that can be used to build rapport. So, this study is significant to the policy makers, educational leaders, and the perspective researchers who want to

undertake his/her research in the area of rapport building in the days to come. This research work will be a cornerstone to the school administration and the school management to have good rapport among teachers and students and other concerned authority persons. Similarly, the entire people who are directly and indirectly involved in teaching profession will also be benefitted from this research study to get insight on how rapport can be built and why rapport building is important in teaching field. In addition, the findings of research will be beneficial for all the English language teachers and the language learners of Nepal.

Delimitations of the Study

Here, delimitation refers to the special features that confine the scope and define the area of research. It limits the researcher not to go beyond the area of the existing research. None of research can cover the entire study population. No research can use all the tools and the aspects of research related to the area of the study due to time, economic and resource consent. The researcher has to limit his/her study to a certain boundary. In the same way, this research had some points of limitation. This study was completely based on rapport building strategies of teachers in ELT classrooms and the importance of rapport building in teaching and learning as well as the challenges to the building good rapport with the students.

- i. This study was limited to rapport building strategies of teachers in ELT classrooms and the importance of rapport building in teaching and learning as well as challenges to the building good rapport with the students.
- ii. Qualitative method was used in this research study.
- iii. The design of the study was narrative inquiry.
- iv. Non-random purposive sampling strategy was used for sample from representative population.
- v. This study was limited to the four secondary level English teachers of different schools of Kathmandu district.
- vi. To collect the required data, I used open ended in-depth interview tool. Finally, I analyzed the collected data descriptively and thematically.

Operational Definition of the Key Terms

Rapport building: In this research, rapport building refers to the good atmosphere for teaching and learning or good or positive relation among teachers and students for effective teaching and learning.

Strategies: Strategies refers to the techniques or ways of doing something effective or meaningful. Here, in my research, strategies refers to the strategies or techniques of rapport building.

ELT classroom: ELT classroom refers to the classroom where English language teaching learning takes place.

Narrative inquiry: Narrative inquiry refers to the process of gathering information for the purpose of research through storytelling. In my study, teachers' narratives are the stories of teachers' who use different strategies for rapport building based on their own experiences that they encounter during their personal and professional lives.

Chapter II

Review of the Related Literature and Conceptual Framework

This chapter consists of detail reviewed study and their implications in the study. In regard to this study, several researches have been carried out. This chapter provides information of previous research works and other related literature including theoretical and empirical literatures on rapport building strategies of teachers in ELT classrooms. Moreover, we have number of books, articles on rapport building which are theoretical part of this study. It also helps to find research gap of certain research studies. In this section of study, related review of theoretical literature, review of related empirical literature, implication of the review for study and conceptual framework will be included.

Review of Related Theoretical Literature

This sub chapter deals with the different theoretical practices related to the title 'Rapport Building Strategies of teachers in ELT classrooms. The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this section, I will discuss on conceptualizing rapport building, theories related to rapport building, importance of rapport building, and impact of rapport building on teaching and learning and strategies for rapport building.

Conceptualizing rapport building. The word 'Rapport' stems from the French verb *rappor*teur which means literally to carry something back and, in the sense of how people relate to each other means that what one person sends out the other sends back (Manser, Martin & Nigel, 1998). It means sharing similar values, beliefs, and knowledge to make the participants engaged in reciprocal behaviors. On the other hand, rapport building refers to the making good relationship with each other whether it is ELT classroom or anything else. Rapport refers to the sound relationship by which people understand each other very well. For making teaching and learning successful, it is necessary to establish good relationship with the students.

Rapport means, in essence, the relationship that the students have with the teacher, and vice versa. In the best lessons we will always see a positive, enjoyable and respectful relationship. Rapport is established in part when students become aware of our professionalism, but it also occurs as a result of the way we listen to and treat the students in our classrooms (Harmer, 2008, p.25).

Rapport building can be defined as creating positive, enjoyable and respectful relationship between teacher and the students and between students' themselves in the classroom for making teaching learning activities purposeful. Though, most of the teachers only interact with students in the class but rapport building makes interpersonal relationship that can be improved both in the class and outside the classroom. Brown (2001) states that it is harmonious interaction and communication between teacher and students in building trust and respects that leads the students to feel capable, competent, and creative in learning.

Receiving a quality education is an important cornerstone for every individuals because everyone wants to have good academic knowledge. Rapport building can be taken as a tool which includes motivation and engagement for becoming succeed in academic arena. As teachers spend an incredible amount of time with their students over the course of the year and is a teacher's responsibility to foster an inclination for learning. Research has showed that the relationship between teachers and students is an important predictor of academic engagement and achievement (Spilt, Koomen, & Thijs, 2011). In fact, the most powerful weapon teachers have, when trying to foster a favorable learning climate, is positive relationships with their students (Boynton & Boynton, 2005). Rapport is must for students and teacher to create energetic environment to have well collaboration for better learning outcomes. Rapport is the relationship or connection you establish with your students, a relationship built on trust and respect that lead to students' feeling capable, competent, and creative (Brown, 2001). Rapport is based on trust and mutual understanding among teachers and students for creating favorable environment for teaching and learning. Positive teacher-student relationships are characterized by mutual acceptance, understanding, warmth, closeness, trust, respect, care and cooperation (Good & Brophy, 2008).

Furthermore, rapport building means making strong connection among teachers and students for fulfilling educational needs. Teachers should allow students to be well collaborative learner by establishing good rapport with them in everything. Teachers can build rapport with the students by listening them, respecting them, talking to them, and paying attention to them. Establishing good rapport can motivate and encourage the students for fruitful learning. Positive relationship between teachers and students also enhances students' achievement and progress (Aacharya, 2017).

Importance of rapport building. Building good connection between students and teachers is unavoidable because it leads teaching and learning activities successful. Dyrenforth (2014) describes that the relationship between instructor and students can be significant factor in the overall learning and success of individual students. Similarly, Coupland (2003) argues that building rapport can have positive effects on the classroom environment which can minimize anxiety, increase students participation, structure and encourage social interaction, foster a positive learning environment, and increase learning (Frisby and Martin 2010; as cited in Dyrenforth 2014). For successful teaching and learning activities it is compulsory to have well coordination among teachers and students. It helps both teachers and students to be together mentally and physically to achieve positive learning outcomes.

Similarly, rapport plays crucial role for improving different areas of the classroom such as motivation, feedback, students learning, communication and interaction. It makes students feel free with the teacher while teaching learning activities are running inside the classroom. (Wasley, 2006) states that students who interact frequently yield better results and grades, become more satisfied and more likely to return to school in subsequent years (as cited in Dyrenforth, 2014) . Moreover, teachers are the second parents of the students in the sense that after parents only teacher can understand the children, therefore, if there is close relationship between teacher and students then there good learning takes place and students interact and learn in better way. Smith (as cited in Thapa, 2017) stated some of the significances of good rapport in EFL classrooms which are described as follows:

- i. Higher motivation
- ii. Increased comfort

- iii. Increased quality
- iv. Satisfaction
- v. Enhance communication
- vi. Develop trust

Higher motivation. Teachers need to find creative ways to teach the language and increase the students' motivation to learn the language. To make teaching and learning effective, teachers need to seek multiple ways of teaching how students can learn and teachers have to develop good relationship with the students in the classroom as it helps to make students highly motivated towards learning. Kabilan (2000) states "Teacher should develop mutual relationship with their learners". Thus, building good relation with learner by the teacher for learning and teaching process is a practical/ natural way of arousing curiosity in them to learn more and better. Motivation of the students also depend largely on their perception of what the teacher thinks of them and how they have treated. His/her behavior influences the behavior of the students and directly affects learning outcomes.

Increased comfort. Teachers' good rapport with the students increases the comfort of both teachers and students. It can also be said that when there is a good relationship among the teacher and the students there will be high comfort for teaching and learning. In English language teaching classroom, there should be different techniques and strategies for teaching and learning which could help the learners to learn in better way. Building good rapport with the students is a kind of technique which helps teachers and the learners to be satisfied with each other at the time of teaching and learning.

Increased quality. Quality of education depends on the quality of a teacher because good teacher can build sound relationship with the students for teaching and learning which helps to bring or increase quality in education. Good relation of the teachers with students increases the quality in education. There should always be harmonious relationship among the teachers and the students to make the classroom environment peace for making teaching and learning long-lasting.

Satisfaction. Satisfaction of the teachers and the students depends on the successful of the students in learning new things which is only possible when there is harmony among both teachers and the students. If there cold relationship among teachers and the students, it affects the teaching and learning activities inside classroom which does not improve the area of learning and students and teachers become dissatisfied with each other. So, good rapport of the teachers and the students help both to be satisfied with each other in the classroom.

Enhance communication. Classroom is such a place where students get ample opportunities for learning different things. If the students are provided with different interactive activities inside the classroom they get chances of developing themselves to communicate effectively with the teachers and with the friends. With the help of good rapport between the students and the teachers they both will be benefitted to enhance communicative skills for teaching and learning.

Develop trust. Rapport is the harmonious relationship among the teacher and the students to build the trust and harmony. Good rapport helps both the teachers and the students to get to know each other very well and which is necessary to have a faith or trust. Positive relation of the teacher with the student supports to develop trust. Ultimately which helps the students to learn new things in better way what have been taught in the classroom. Developing trust among teachers and the students is necessary for teaching and learning which is only possible through good rapport between them.

Moreover, rapport is an essential tool for motivating students, increasing interest for them, bringing quality, satisfaction, creating mutual understanding and sound communication and developing trust among students and the teachers. Building good relationship with the students can create fruitful environment inside the classroom as well as outside the classroom for effective teaching and learning.

Impact of rapport building in teaching and learning. Rapport building plays vital role for successful language teaching and learning if there is positive relationship among teacher and students. Muntner (2008, p.1) states that in the classroom, both positive and negative climates exist. While positive climates focus more on “the

enjoyment and emotional connection that teachers have with students, as well as the nature of peer interactions, negative climate focuses on “the level of expressed negativity such as anger, hostility or aggression exhibited by teachers and/or students in the classroom”.

Teaching can be taken as two way process where children will react in a positive way in the sense that if they are treated positively but students will react negatively if they are treated negatively. In addition, positive relationship can always grab the opportunities for students learning. Varga (2017, p.10) good teacher-student relationships can positively impact student behaviors in the classroom. Positive relationship creates positive learning environment which plays an immense role in developing a student’s motivation to learn, and maintain student interest and active engagement in learning. On the other hand, if the foundation for a good relationship is lacking, it can negatively impact student behaviors. Students will resist rules and procedures, and they will neither trust teachers nor listen to what they have to say if they sense teachers do not value or respect them (Boynton & Boynton, 2005). Furthermore, all the students want to have good and friendly relationship with the teachers those who have positive relationships with teachers can be motivated towards learning. Therefore, teachers should be aware to create good environment for teaching and learning unless students do not show any interest towards learning.

Besides it, sense of belonging also gives great contribution for developing positive relationships and positive behaviors if there is close relationship between teacher and student. Collaboration and interactions of teachers and students shape the quality of the relationship but when the students are less competent or interactive academically with their friends, teachers seem to be more negative with academically weak one. Unfortunately, this negative attitude of the teacher not only impacts the relationship that the teacher has with the student, but it also affects the attitude of the students towards those students who are academically weak one, this negative interactions can influence other classroom relationships (Jerome & Pianta, 2008). Similarly, building positive relationship in the classroom can serve as defensive tool to make teaching learning activities more fruitful and meaningful. Students and teachers are the part and parcel for

each other and when there is good relationship among them can facilitate teaching and learning activities. The distance and cold relationship between teacher and students creates hindrance in teaching learning activities and creates difficulty in running the teaching learning process smoothly.

Strategies for rapport building. It is necessary to establish good rapport in the language classroom by applying different strategies or tactics for better language teaching and learning. There are various ways to create rapport building but only few good teachers can create good rapport with the learners. For building good relationship with the students, teacher have to remember the students name, show interest in each student as a person, give feedback, respect what students think and say, work with them as a team and not against them, and develop a genuine sense of vicarious joy when they learn something. In this regard, Brown (2001) recommends the strategies of rapport building such as showing interest in each student as a person, giving feedback on each person's progress, openly soliciting students' ideas and feelings, valuing and respecting what students think and say, laughing with them and not at them, working with them as a team and not against them, developing a genuine sense of vicarious joy when they learn something or otherwise succeed etc. There are several strategies that can be applied in the language classroom for establishing good connection.

Dornyei (2001, p.38) proposes the following strategies for developing rapport among teacher and students:

- 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

Greet students. Greeting students with friendly behavior is a kind of strategy that develops connection among the teachers and the students.

Remember their names. Remembering the name of the students is also a useful strategy for developing rapport and students get motivated towards learning because the teacher who knows the name of the students like the teachers and starts doing good in study.

Notice interesting features of students' appearances. The compliments made by the teachers regarding their look and appearances can help to make the good relationship between them.

Learn something unique about the students. Students always want their teachers to know something unique about them which makes students happy and good relationship with the students.

Ask students about their lives outside the school. This is another strategy for rapport building with the students when the teachers start talking about the lives of the students outside the school they feel easy to express themselves.

Show interest in their hobbies. If the teachers are familiar with hobbies of the students, it can help teachers develop good rapport with the students and teachers understand the psychology of the students and treat accordingly which is very effective strategy for building rapport with the students and make teaching learning activities fruitful.

Recognize birthdays. Recognizing birthdays of the students in ELT classroom helps to build good rapport with the students for effective teaching and learning.

Move around in class. Moving around in the classroom can also create positive relationship among teacher and the students for better learning outcomes.

Include personal topics and examples. It shows that if the teachers share about his own personal life and examples about life with the students, it also help to develop positive relationship between them and make teaching learning meaningful.

Send homework/notebooks to absent students. It also creates friendly relationship with the students, if the teachers send notebook/homework to the absent students as well as creates positive teaching learning environment without any discrimination among the students

Harmer (2008, p.25-27) has stated the following ways to establishing rapport;

- Recognizing students
- Respecting students
- Listening to students
- Being even handed

Recognizing students. Harmer (2008) states 'teachers have develop a number of strategies to help them remember their names. One method is to ask the students to put the name cards on the desk. He further adds, knowing the names of students' means knowing the students. In such case, students will be pleased when they realize that their teacher has remembered things about them and has some understanding about who they are. Recognizing students and knowing their names is the most effective strategy for establishing good rapport in the English language teaching classroom.

Listening to the students. Students respond to very well to the teachers who listen them (Harmer, 2008).students like those teachers who listen to them and their problems in the classroom. As far as possible, teachers have to listen them about how they are perming and which strategy or methods they respond well. This can help them to be active as well as energetic in the classroom for their learning. Therefore, a good teacher has to listen to them what they say and what comments they do inside the classroom.

Respecting students. Respect is vital, too, when we deal with any kind of problematic behavior (Harmer, 2008). Moreover, a teachers who respects his/her students can help to do their best in ELT classroom. Respecting and praising them in their work will be helpful for both the teacher and the students for teaching and learning. Students never hesitate to work even if when they make mistakes they continue their journey until they are corrected. Respecting students can create positive relationship between the teachers and the students to deal with students problems easily for learning.

Being even handed. It means treating equally. Treating all the students equally helps a teacher to develop good rapport with the students because being even handed is the sound mark of teacher professionalism. If a teachers pay more attention to the stronger and better students, weaker ones will affected negatively and ultimately good

rapport cannot be build up with these students. In order to develop good rapport with the students, teachers should treat all the students equally (Harmer, 2008).

For developing good relationship and creating good environment for teaching and learning a new language, teachers can apply different strategies with the students e.g. being humorous, chatting with them, calling their name, playing games with them, and so on to make the classroom more funny and energetic. It is necessary to build rapport with the students for meaningful learning. If the class is teacher dominated then students get demotivated and cannot ask anything to the teachers in which they feel difficulty in learning. Good rapport binds both teachers and students together and learn better. Creating a positive atmosphere is vital for language learning, since positive emotional involvement leads to effective learning.

Theories related to rapport building. Some of the theories related to rapport building helped me to understand every aspect of knowledge regarding rapport building and its importance. I have included the following theories to have deep insights into my study to get the concept of good connection or bond among the teachers and the students.

Self-determination theory. There are different theories introduced by different theorists, which have theoretical value in its related area. To be more specific, theory can help us to understand every aspect of knowledge which could be directly linked with the research study that we are going to conduct. There are several theories, among them self-determination theory (SDT) is one which is helpful for me to conduct my research study, therefore, to link this theory with rapport can have theoretical value. Self-determination theory is the theory of human motivation developed by Edward Deci and Richard Ryan in 1985. According to this theory, there are three universal, innate psychological needs: autonomy (ownership, responsibilities, and self-actualization), belongingness (close relationships, interpersonal regard, and support), and competence (feeling capable to bring out desired outcomes and effectively cope with challenge). These three components are necessary for human to be motivated. This theory has been widely applied to the study of human motivation and well-being, and fulfillment of these basic needs for students contributes to intrinsic motivation and academic motivation and

achievement (Spilt et.al, 2011). For fulfilling these needs, teachers build or maintain relationship with their students in the classroom.

Furthermore, autonomy of the learner can only be developed when they are well motivated by the teacher, when they are motivated and start learning themselves then become close to the teachers and start interacting to get competent in language learning. Only Students can experience an emotional involvement and care from their teachers when the teacher and the students become close to each other. Different strategies that can contribute to build relationships and become close are belongingness, responsibilities, 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, move around in class and so on which can become contributing factors for students language learning. Finally, the review describes how teachers can develop and maintain positive teacher-student relationships. This section includes promoting control, expectations and attitude, feedback, familiarity, and communication.

Cooperative language learning. Cooperative language learning is an approach to language learning which makes use of collaborative activities involving in group works, pair work, role play and extra-curricular activities. It is learner centered approach or known as collaborative approach to language teaching and learning or language learning is interactive or collaborative in nature. Cooperative language learning is the related to the proposal for peer tutoring and peer monitoring that goes back hundred years. It was promoted or developed in USA in 1960s or 1970s. John Dewey was the first person who introduced the idea of cooperation in learning in the USA in the early 20th century to make the classroom more systematic and purposeful for learning any language. This approach was emerged to remove the limitation of teacher centered techniques/methods. According to Richards and Rodger (2005) "Educators were concerned with traditional models of schooling or classroom learning where teacher fronted or centered techniques used rather than using cooperation and students' techniques". It has been embraced as a way of promoting communicative interaction in the classroom.

Moreover, the advocates of cooperative language learning believe that language is the means for the realization of interpersonal relation and for the performance of social transaction between individuals. Language is the tool used for the creation and maintenance of social relations. CLL helps learners in learning to accomplish the shared goals and foster the development of critical thinking which develops good relationship among the teachers and the students. In this theory of language of language learning, learners are given more time for interaction. Jonson et.al., 1994,p.4-5; as cited in Richard and Rodgers (2005), describe three types of group for teaching learning activities like formal cooperative learning groups, informal cooperative learning groups and cooperative base groups. This theory of language is an essential for effective for language learning which provides different role to the students and the teachers, such as, member of the groups, director, designer, monitor and evaluator, active participant, tutor, checker, recorder, facilitator, manager, and so on.

From above reviewed theory what I can understand that there should be well cooperation among teachers and student and among students and students. It is easy to foster the feeling or practice of cooperation in learning among teachers and students because they are involved in different activities cooperatively, rather than comparatively. Good relationship between teacher and student develop communicative competence in learner who can use their achievement in real life situation and learners are likely to be motivated for learning because of good rapport of the teacher with the students. Even academically handicapped students, not only gifted students can get opportunities for learning the target language cooperatively; they will be highly motivated as gifted ones. Good rapport can also develop the different language skills.

Attachment theory. It is a theory of psychology, evolution and ethology which is concerned with human relationships. The most important thing is that young children need to develop a good relationship with their senior or parents or school teacher at least one primary caregiver for social and emotional development. The theory was formulated by psychiatrist and psychoanalyst John Bowlby in 1958. This theory led him to consider the importance of the child's relationship with their mother in terms of social, emotional and cognitive development.

Similarly, within attachment theory, children's behavior is associated with attachment to seek proximity to an attachment figure in stressful situations. Often, adults can be taken as caregiver of the child and children become attached to adults who are sensitive and responsive in social interactions with them, and who remain as consistent caregivers for during different ages. During different time period, children start to use attachment figures (familiar people) to be secure and get caring. Parental good relation with children led them to attachment, which can guide the individual's feelings, thoughts and expectations in later relationships. Separation, anxiety and grief of the children can demotivate and lead them in tension. Therefore, these behaviors may have negative impact on children and get them demotivated and disappointed. For social, emotional and cognitive development, there should be good relationship parents with their children.

Research by developmental psychologist Mary Ainsworth in the 1960s and 70s underpinned the basic concepts, introduced the concept of the "secure base" and developed a theory of a number of attachment patterns in infants: secure attachment, avoidant attachment and anxious attachment. A fourth pattern, disorganized attachment, was identified later. In the 1980s, the theory was extended to attachments in adults. Other interactions may be construed as including components of attachment behavior, these include peer relationships at all ages, romantic and sexual attraction and responses to the care needs of infants or the sick and elderly. To formulate a comprehensive theory of the nature of early attachments, Bowlby explored a range of fields, including evolutionary biology, object relations theory (a school of psychoanalysis), control systems theory, and the fields of ethology and cognitive psychology. After preliminary papers from 1958 onwards, Bowlby published the full theory in the trilogy *Attachment and Loss* (1969–82).

From above reviewed theory, it can be said that attachment theory has been an important approach to understand the relationship between children and their parents in terms of social, cognitive and emotional development in the sense that for fulfilling children's basic needs, there should be good relationship between them to grow mentally and physically. It is necessary to build rapport whether it is students' home or school. The teacher and the parent should be close to the children, if they are close to them then they can have good environment for learning. So rapport of the parent and children and teacher and students is necessary for creating good environment to grow them.

Review of Related of Empirical Literature

Each and every research is based on the previous studies in the same field to fulfil the target objectives. Several researches have been carried out on rapport building both at national and international level. As a researcher, one has to accumulate plenty of insights from the previous studies which provide him/her basic framework to prepare further new research. This research will also be based on the previous research carried out in this field. Hence, thereafter made rigorous attempt to read different studies related to my topic.

Sharma (2010) investigated to find out various activities practiced in B.Ed. classes. The researchers has used questionnaire and observation checklist as tool for data collection. Questionnaire was used for students and observation checklists for teachers. The population of the study comprises pf the 60 students and 10 teachers from five different campuses of Chitwan district. Data were analyzed using statistical tools such as tools such as percentage, pie-charts, table and bar graphs. It was found that various interactive activities such as role play, project work, class discussion, group work, quizzes, and debates and so on were found being practiced in the classroom.

Similarly, Fitrawati (2010) carried out a research entitled "Rapport: Essential Harmonious Factor in Language Classroom from FBS Universities Padang. The purpose of this study was to explore how teachers build and establish the harmonious environment between them and their students. It was found that teachers can apply different strategies in language classroom are: getting to know the students both inside and outside of the classroom, learning student names as quickly as possible, considering non-verbal factors such as body language, developing a relationship built on trust, having a sense of humor and having fun with students.

Likewise, Burney (2012) carried out a research to explore how the teacher-students relationship influences the development of trust and emotional intelligence in the elementary classroom. For completing this study, qualitative method was used to analyze the data on the basis of different themes. Interview was taken with the participants to elicit the required information as tool. Two participants are the sample of population and the researcher has chosen two experienced teachers to understand their attitudes and

views regarding teachers- students' relationship. Eleven questions were asked to elicit the required data. The major findings of this study indicated that teacher authenticity and predictability were the most important factors in getting students to trust and believe in their teacher.

Clark (2014) had conducted research entitled "The Effect of Students-Teachers Rapport on High School Students Performance from Liberty University, Lynchburg. His main objectives of the study was to examine the relationship between students – teachers' rapport and students' performance rate. Correlational research design was used to get the results. Population of the study were 100 students among them 97 were tested. The population sample was chosen randomly from a convenience sampling design from Henrico Country public High School and students were calculated and grouped according to the gender and post-secondary goals. The results were analyzed through the student-teachers relationship scale profile sheet and Pearson's correlation coefficient. The major findings of this study were identifying and verifying that the relationship between teacher and students is important and the relationship between teacher and students creates great energy to the students for learning.

Moreover, Webb & Barrett (2014) carried out a study entitled "Student views of instructor-student rapport in the college classroom". In fact, positive learning outcomes associated with rapport building in the classroom, the aim of this study to examine the specific behaviors instructors utilize in college classrooms to build rapport with undergraduate students. Quantitative method was used in analyzing results as a survey design. It was found that interpersonal communication is vital to student learning and building rapport has been shown to be an effective way of communicating with students. By engaging in uncommonly attentive behaviors, connecting behaviors, information sharing behaviors, courteous behaviors, and common grounding behaviors, instructors will hopefully experience improved instructor student relationships, which will lead to more effective teaching, and, ultimately, improved student learning.

In the same way, Thapa (2017) carried out her research to find out the perception of teachers towards rapport building to improve language proficiency and the challenges faced by the teachers while building rapport with their students linking with the students'

state of mind in the classroom. Quantitative method was used to collect the data as survey design. Research work was done in the area of Kathmandu valley using 30 teachers as population sample from fifteen schools and data were collected using random sampling procedures. The major finding of this study shows that there are different activities such as group work, pair work, project work, using humor, rewarding students, listen them, being friendly with students, making fun etc. are necessary for improving language proficiency. It also shows that there is a strong positive relationship between teachers and students because of good rapport and most of the teachers were found to be highly motivated in rapport building activities.

Moreover, Varga (2017) conducted a research work to explore the relationship in the school, specifically, collaboration and interaction among teachers and students and to determine the relationship between teacher and students that would decrease off task behavior during class. The researcher also investigated on how teacher expectation, attitude, familiarity, and communication all play a role in cultivating positive relationship in the classroom environment. This study has used pre-experimental design to complete his research work. Participants of this research were public schools students where sampling procedures was convenience sampling. Observation chart was used as data collection tools. The results of this study indicate that building and maintaining positive relationship between students and teachers will improve students' engagement and motivate during class. This study examined the effect of simple relationship building strategies on the off task behavior of the students who were often non-engaged. These results suggest that classroom behavior can be improved through an enhancement of the relationship between teachers and students.

Similarly, Acharya (2017) investigated on 'Rapport Building in Classroom: Strategies and Role in Learners' Performance'. He found that learners' performance is mainly based on the interaction among teachers and students for learning any language. This kind of environment can only be made creating friendly relationships and mutual understanding between teachers and students. Moreover, this study also observed that many teachers are unaware about establishing good rapport and favorable environment for interaction with the students in their classes. This study tried to identify what students

want to make favorable environment in class and role of rapport building for learners' performance. The findings of the study revealed that rapport building strategies are; the students want their teachers to become close, be familiar with them and create easy learning environment, respond their e-mail, display positive and enthusiastic attitude, do humorous and pleasant interaction, chat on face-book, and create comfortable environment to interact in class.

Sherif (2020) carried out a research entitled "Students' and Teachers' Perception of Rapport Management Strategies Used by Teachers". He aimed to investigate the differences between the students' and teachers perception of building behaviors and the different rapport management techniques teachers' use in the classroom. This study was done using mixed method design to understand students and teachers perception of rapport building strategies in the classroom for eliciting required information. The major findings of this study were to raise the awareness of in-service teachers about rapport building in the classroom and to inform that the teacher education program about integrating rapport management into the curriculum to prepare the novice teachers to embarking on their teaching journey as well as it has investigated that rapport building is very important for teacher and the students for making sound learning environment.

Implications of the Review for the Study

Literature of any field of study has great importance to lead the path towards any study. It provides guidelines to the researchers in several stages of study. These research studies that I have reviewed above provided me insightful ideas on moving this study ahead. Kumar (2005) says "literature review is an integral part of research process. It serves as a supporting tool from the beginning of the study to its end. It has very important place in any research". Literature review has remarkable implications from the selection of topic to deriving the findings. To choose the researchable new topic in rapport building strategies of teacher in ELT classroom, I reviewed as many pertinent literatures as possible which were already carried out. These works had recommended some possible researchable topics that helped me find out the gap between what had already been found out and what was remained to explore. This revealed that any researchable topic has to have background insights through literature review because all

the problems may not be research topics. Similarly, theoretical review is implied to extend the knowledge of rapport building strategies of teacher in ELT classroom.

Literature review is an important part of the research study because it helps to examine and evaluate what has been done and what has not been done yet for finding new area for further research. Above reviewed theoretical and empirical literature helped me in a number of ways. The study carried out by Sherif (2020) helped me to draw some insights regarding rapport building strategies of teachers and students. Similarly, Thapa (2017) the study showed that various interactive activities such as role play, group work, pair work, project work, quizzes and debates to build rapport among teachers and students. It helped me to have theoretical knowledge in this research. In the same way, Vraga (2017) this study helped me to understand the teacher and students relationship for academic engagement. Likewise, Sharma (2010) helped me to prepare the data collection tools and have some insights into methodology. On the other hand, Clark (2014) this study showed that the relationship between teacher and student is an important to create great energy to the students for learning. Webb and Barret (2014), their study showed that the positive learning outcomes associated with good rapport building in the classroom. In addition, Fitrawati (2010) study helped me to have understanding the factors for harmonious relationship in the classroom. Similarly, Acharya (2017) helped me to get the ideas about strategies of rapport building in the classroom. Likewise, Dyrenforth (2014) helped me to have insights into importance of rapport building. In the same way, Muntner (2008) helped to get the ideas on the impact of rapport building in teaching and learning. Harmer (2008), Dornyie (2001) & Brown (2001) helped me to get insights into the rapport building strategies.

To wrap up, there are so many other literature, all of which more or less supported me to understand the concept of rapport building, impact of rapport building, importance of rapport building, strategies of rapport building and theories related to rapport building. From above reviewed research work, I came up with research process and methodological tools which are very significant to any research work. Those related study helped me to make my research systematic and scientific.

Conceptual Framework

A conceptual framework is the diagrammatic representation of presumed relationship of the concept or the themes which are involved in the study. The conceptual framework of the research study "**Rapport Building Strategies of Teachers in ELT Classroom**" is as follows:

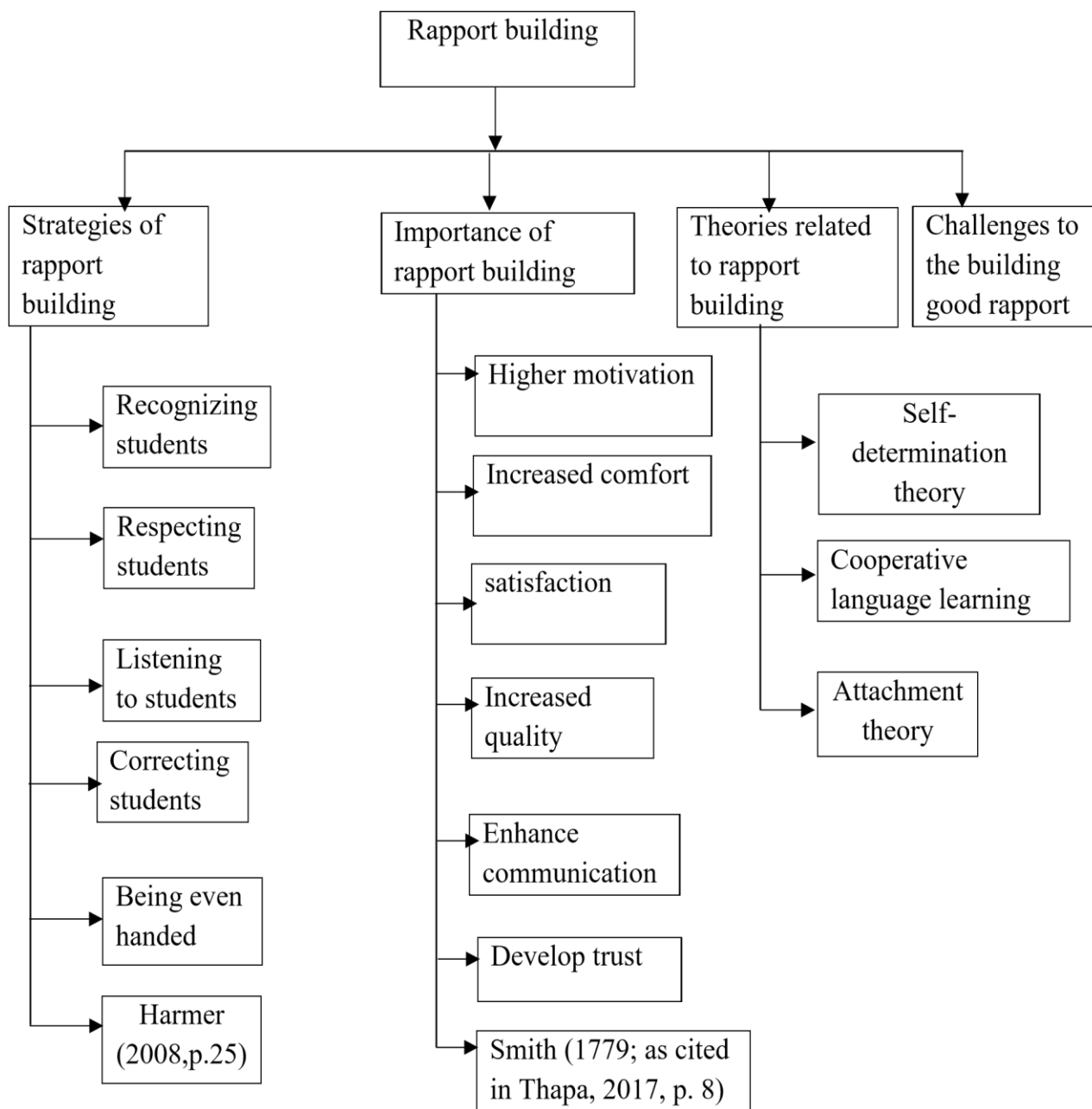


Figure.1

Chapter III

Methods and Procedures of the Study

This chapter deals with methods and procedures adopted in the study. This chapter includes design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

Design and Method of the Study

I explored the rapport building strategies used by the teacher in ELT classroom and its importance by using narrative research design. Research design is a roadmap which directs the researcher to the way s/he is heading to. Kumar (2005) states that a research design is a procedural plan that is adopted by the researcher to answer questions validly, objectively, accurately, and economically. My research study was based on narrative inquiry. In narrative research design, as a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2009). To make this study systematic and achieve the objectives of the study, I employed a narrative inquiry research design.

Narrative simply refers to the process of accumulating information through narratives. At the heart of narrative inquiry is a story or a collection of stories. Doing narrative inquiry involves eliciting and documenting these narratives (Murray, 2009). Likewise, Bruner (1990) argues that it is through telling ourselves stories about ourselves and others that we come to understand who we are, who they are and what the relationship between us. Moreover, Kumar (2005) states it as:

Narratives have almost no predetermined contents except that researcher seeks to hear the personal experience of a person with an incident or happening in his /her life. Essentially, the person tells his/ her story about an incident or situation and we, as the researcher, listen passively.

Moreover, teacher narratives are the real stories of the teachers which try to explore their real reflection in their personal, social and academics lives. In narrative research design, a life history portrays an individual's entire life. And, an oral history consists of gathering personal reflections of events and their causes and effects from one individual or several individuals. In this research design, one or more individuals are selected who have stories or life experiences to tell, and spend considerable time with them gathering their stories through multiple types of information.

Narrative inquiry is a research design from which anyone can collect information from the defined small population using unstructured research tools. Mainly, two major types of teacher narratives: oral and written were taken into consideration (Johnson & Golombek, 2002). Firstly, oral narratives basically dealing with participants' socio-cultural background without any intervention were explored. The major ideas were noted down in the diary. After eliciting the basic grounds of teachers' background several questions were formulated, and interviews were taken. I recorded the interview using an audio-recorder and transcribe the data for the analysis.

The narrative inquiry gathers lived experiences and in-depth data from the participants. Narrative inquiry is a research design from which I collected information from the defined small population using unstructured research tools. Through this design, I explored the strategies of rapport building used by the teachers in ELT classroom and importance of rapport building in ELT classroom. It can be taken as the best design to get in-depth data for the research study.

Population, Sample and Sampling Strategy

The population of this study were all the English language teachers of secondary level schools in the Kathmandu district. Among them 4 teachers were selected as the sample population where two teachers were from Jansewa Secondary School and two teachers from Mangal Secondary School using purposive non-random sampling procedure because it was easy to cooperate with the participants.

Research Tools

Open-ended in- depth interview was the main tool of data collection. It helped me to gather in depth data for the study. So, the interview guidelines were developed at first and then the interview was taken to each of the participants separately. It was recursive in nature. It means, interview was taken time and again until I got the required data.

Sources of Data

Both primary and secondary sources of data were used for the collection of required data or information. The primary sources were used to get the information of strategies and importance of rapport building whereas secondary sources used to get the ideas about the theoretical part of the research.

Primary sources of data. Four secondary level English language teachers were as the primary sources of data.

Secondary sources of data. In order to complete the study, various books, journals, thesis, and articles and visited some related websites were used as a secondary sources of data to collect more information. Moreover, I consulted the works of Harmer (2008.P.25, 26, and 27), Dornyei (2001:38), Buskist & Saville (2001), Brown (2001) John Bowlby (1958) and so on.

Data Collection Procedures

In order to collect the data, I followed the following stepwise procedures in carrying out the research study:

- a) First of all, participants were selected on the basis of the objectives of my study.
- b) I selected four teachers of secondary level schools using non-random sampling procedure from Kathmandu district.
- c) Then, I visited the selected teachers of Kathmandu district and establish the rapport with them.
- d) Next, I informed them about my research work and objectives of my study.

- e) Then, I consulted and explained them about the purpose of the study and request them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.
- f) After that, I conducted the open-ended in-depth interview of the teachers.
- g) Likewise, I talked in detail about rapport building, its strategies and importance of rapport building with the participants and the challenges to the building good rapport with the students.
- h) Then, I asked them again to get the require data whenever it was needed to take.
- i) After that, I kept the record of the interview.
- j) At last, I thanked them heartily for their kind co-operation.

Data Analysis and Interpretation of the Procedures

This section deals with the interpretation and analysis of the data, which was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data was presented thematically. I used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what are the strategies of rapport building used by the teachers. On the other hands, the narratives were first viewed holistically and then analyzed thematically. A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, the similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

Ethical Consideration

Ethical considerations are so significant in the field of research. Safeguarding the participants' interests and ensuring the authenticity of research are two major concerns of a qualitative researcher. Accordingly, provisions had been made so that this study could maintain its authenticity, while my participants' anonymity secured and promised. Thus, when the participants were contacted and arrangements were made for an interview to take place on a day and at a time of their convenience, I employed the following safeguards:

This study was conducted according to the academic rules and ethical conduct. While collecting data participants were informed the purpose of writing and duration of the research and the benefits and discomfort of participation. They were assured of the confidentiality and anonymity of their responses and their right to withdraw from the research at any point. There were no coercion or deception as well as negative consequences for them if they did not assist me in my research. Similarly, my research did not include any intentional falsification, fabrication, suppression and misrepresentation of the data. I gave proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter IV

Results and Discussion

This chapter includes the presentation, analysis and the interpretation of the data and the results. The data has been accumulated from the four participant teachers who have been teaching English language in intermediate level. Their stories reflected the different strategies of rapport building and significances of rapport building while teaching in the classroom as well as challenges that the teachers face to build rapport with the students. The information found in this section was obtained from the interview, written stories and the informal talk were coded with the themes and sub-themes and analyzed descriptively on the basis of my research questions.

Analysis of Data and Interpretation of Results

The data collected from the primary and secondary sources have been analyzed in this section. The background information of each respondent elicited from their narratives have been presented. So as to hands-on data, I established a good rapport with the selected teachers or participants. To fulfill the objectives of my study, I collected the data via in-depth interview/teachers narratives by selecting 4 teachers through non-random purposive sampling procedure. The selected teachers were the ones who are teaching at secondary level in different schools in Kathmandu district. And teachers were asked about the rapport building strategies and its importance for academic performance.

Hence, the responses from the participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of strategies they have been using to build good rapport with the students since they have been in teaching job. After collecting Individual stories, I rewrite the stories in my own language. Then after, I categorized the themes in different sections based on the similar responses. Finally, the narratives were viewed holistically and analyzed thematically. Following major themes have been derived from the accumulated data through interview, written stories and informal talk with the participants.

Background of the Participants

Every person has their own background. The background of people plays crucial role in determining the selection of their profession so teachers cannot be away from this kind of culture. All the teachers have different family, social, economic and political background which is a part of selecting job. In this case, some people want to be a teacher and want to educate the children sharing what they have learnt because teaching is taken as a highly respected job in the society. Throughout the discussion with my participants, I came to know that the teacher try to make good relation with the students for fruitful and meaningful teaching and learning. Participants belong to the different background and they shared their ideas. In this regard, one of the participants,

Shyam said;

Okay. So, introducing myself this is me Mr. Shyam Maharjan. I have been teaching in secondary level as an English teacher since 2072. If you talk about my qualification I have done my master's degree from central department of English education, Tribhuvan University, Kirtipur Kathmandu. And if you talk about my experience, I have been teaching in different schools and school level children for the last 6 years and 2 to 3 years to intermediate and bachelor level. Especially I teach English subject. I am working at one of the schools here in Kathmandu and name of the school is Jansewa Secondary School Kathmandu. Regarding the rapport with students, it's good, I have a good relation with my students which supports me a lot for teaching in the classroom.

As he shared his background, he has been teaching English for six years in Jansewa school and he also said that he had very good relationship with his students which has become crucial for him to teach his students in fruitful and meaning way. From the participant narrative, it can be also said the making good relation with students can help the teachers to bring out the positive changes in the teaching and learning.

On the other hand, another participant Kailash shared his family and social background. He told his story like this:

Well...my name is Kailsh Maharjan. I have been teaching for the last 8 years. Recently, I am working at one of the schools in Kathmandu and name of the school is Shree Jansewa Secondary School Kirtipur Kathmandu. I teach English. I involved myself in this profession because of my family, some of my family members are teachers and they also encouraged me to be a teacher and now I am very happy my job which makes me to know the diversity of the students and I got to know everything the teaching style and other things like the relationship with the students for teaching and learning.

By observing the background of the research participants, I came to know that the person becomes teacher because of family profession or job what family members do. From the extract, it can be inferred that having good rapport with the students helps the teachers to understand everything that the teachers want to know. Similarly, another participant said:

Thank you so much. It's me Ganesh Kunwar. I have been teaching here in the Mangal School, Kirtipur Kathmandu for 7 years. I teach English in +2 and bachelor level as well. I have very long teaching experience of 15 years in different schools of inside valley or outside of the Kathmandu valley. Teaching is very interesting job if you have good relationship with the students. Until there is not good relationship among teachers and students the teaching learning will not take place, so far I have good relationship with my students wherever I taught.

From the narratives, it can be inferred that teaching experience can also affects the rapport between the teachers and the students. Due to good relationship with the students, teachers can survive as well in the school and outside the school too. Having long experience in teaching can help the teachers to establish the harmonious relationship with the students. In the same way, the remaining participant shared his story in the following way:

It is me Ramesh Neupane. I have been teaching in the Mangal School, Kirtipur, and Kathmandu. Yeah, it is been last 5 years that I have been teaching here and it is been wonderful experiences that I have collected throughout my teaching career.

During this time I got to know different things and learnt to make good rapport with students for collaborative teaching and learning. Though teaching is difficult job but sound relationship can help us to be remained in this job by enjoying with the students.

From the participant narratives it can be inferred that teaching is very challenging job but it's easy to if we learn to make good rapport with the students in the classroom. The students also cooperate with us for learning and learn different things with us. As students want their teachers to be with them in a collaborative manner for teaching and learning. Because of this reason, students remain supportive during the time of teaching and learning.

Views of Teachers in Rapport Building

The term 'rapport' means sound relationship or friendly relationship with someone in which people understand each other very well. It is basically needed that the teachers and the students are to be profoundly rapporteured in order to make teaching and learning activities successful. Rapport is the ability to relate to others in a way that creates a level of trust and understanding. Brown (2001,p.202) states that "rapport building is the relationship or connection that you make to establish with your students, a relationship built on trust and respect that leads to students' feel capable, competence and creative". A class where there is a positive, enjoyable and respectful relationship between the teachers and the students and the between students themselves, it is the atmosphere where teaching and learning activities become long lasting, fruitful, interesting and effective. Similarly, the participants were asked to put their views on rapport building which are stated below with their views. In this regard, one of the participants responded:

It is crystal clear that the term 'rapport' signifies the relationship or the bond between two faculties. Let say these two faculties can be either teachers or students or the individuals in the group. In general, rapport building is the strategy or techniques to build the bond with let's say the members different groups. It is the ability to maintain harmonious relationships based on affinity for others.

The extract above indicates that the rapport building is the connection or bond that someone makes to have better understanding with other persons. It is the relationship that the teacher make with his/her students during the time of teaching and learning. The process of getting on well with people by having a common in thing and having the easier communication is building rapport. Similarly, another respondent said:

Okay. Let me share my ideas what I know about rapport building, this is the relationship between teacher and students and the vice-versa. This is actually the relationship between two person is called the mutual relationship which is based on trust. The making trusting relationship and mutual understanding between one or more than one person is called rapport building.

From the statements above it can be said that the rapport building is to establish good relationship among different members of different institutions. Building good rapport with students depend on the way that teacher interact with the students. Successful interaction between the teachers and the students enriches the rapport among them. It can also be said that there is mutual understanding of the teachers and students in the academic fields for English language teaching and learning.

Attitude of Teachers towards Rapport Building

Rapport improves numerous classroom areas; especially motivation, mutual understanding, feedback, student learning and communication. Moreover, it is fruitful to both the teacher and the students to have a good rapport. Teachers who have good rapport with their students are skilled in “ways that encourage involvement, commitment, and interest” (Ramsden, 2003). In other words, it is useful for the teachers to develop professional skills or knowledge to motivate their students for learning. As learning results from the interaction between teacher and students, there needs to be close relationships between the teacher and students. That is to say that the close/mutual relationships between teacher and the students create positive environment for the students to learn. Dyrenforth (2014) also identified that perceived rapport with instructors is positively related to classroom connectedness, participation, and overall student learning. Similarly, that instructor rapport enhances almost all facets within classroom.

Therefore, rapport in the classroom has significant role to enhance learners 'performance or learning; and thus, it is to be established between teacher and the students; and it is to be initiated by the teachers because students often have fear to speak freely to the teachers. Respondents were asked to tell their attitude towards rapport building and they responded in the following ways. In this regard, one of the respondents said:

My opinion regarding this, it has numbers of positive aspects but I want say some of them. You know, you don't like and you don't like the thing shared by someone whom you don't like. If you like someone, love someone, fond of someone, think someone is good, if you have positive attitude towards someone then you may be convinced with the ideas shared by these people. But if you have negative attitudes towards any personality or any celebrity whatever you call you don't be convinced with the ideas shared by those people. So, what I think is if you have good relationship with your students the first positive aspect is students pay attention to you and respect you and they feel like we are close to them. Students understand better and it helps to conduct the students centered activities in the classroom because if you guide them to do activities they involve actively.

Respondent story states that rapport building creates positive environment to the teachers and the students for fruitful teaching and learning in the ELT classroom. Moreover, students do not hesitate to share their problems that they have with teachers, if they have good rapport with the teachers, if not they may not share. So they will share their problems and problems related to their personal life and related to the teaching and learning. These are the positive aspects of rapport building so that we can make English language teaching and learning more effective and fruitful. In the similar vein, another participant responded:

Umm... I have positive attitude towards rapport building as it really motivates and engages the students towards learning. It also make the student and teacher more close and students can express them self easily in cooperative nature. Since there is good rapport among teacher and students there is good environment for learning and so on.

Good rapport among teacher and students brings positive results and the students feel easy to deal with the problems that they have regarding their study and so on. Teachers attitude towards rapport building with students seems to be positive towards English language teaching and learning which was neglected area in past but now it has become essential for collaborative learning.

Almost all the extracts above indicate that teachers' attitudes may be influenced by their own beliefs. Rapport building is one of the lowest perceived priorities by teachers and pedagogical roles are perceived to be the highest priorities. Similar results were found in other studies where instructors favored clarity of information over building rapport in the actual classroom (Benson, Cohen and Buskist, 2005). Similarly, the teacher rapport enhances almost all facets within classroom. Therefore, rapport in the classroom has significant role to enhance learners 'performance or learning; and thus, it is to be established between teacher and the students and it is to be initiated by the teachers because students often have fear to speak freely to the teachers.

Strategies of Rapport Building Used by the Teachers in ELT Classroom

There are several ways to create rapport between the teachers and the students. For building good relationship with the students, teacher have to remember the students name, show interest in each student as a person, give feedback, respect what students think and say, work with them as a team and not against them, and develop a genuine sense of vicarious joy when they learn something. Hawley (1997) also recommends entering the classroom with confidence, smiling, and having a sense of humor. In order to explore the strategies of rapport building, the respondents were asked to tell about different strategies of rapport building that they use with their students in ELT classroom and they responded in the following ways. In this regard, one of participant responded:

Thank you for your wonderful question, umm strategy may be vary or different from one teacher to another teacher. I want to share my experiences about strategies that I adopt while building rapport with the students. So the major strategies are the first one is I try to know the name of students in order to build rapport with the students. The next strategy that I adopt while building rapport

with my students is to know the students personally. I think that helps to create some sort of friendly relationship with my students and I try to understand the psychology of the students that is the next strategy and the next strategy that I use in the classroom in order to build rapport with students is praising their works.

Building rapport means having good relationship with the students. In order to make good relationship with the students, the first and foremost thing that we need to do is we need to know the name of the students and what the students feel if you know their name they feel that teacher respect to them and they know them personally and it helps to make good relationship between teacher and students. To know the students personally means knowing their background, their personal problems as well as personal hobbies, interests are the best ways to create the good rapport among the teachers and the students. Letting students feel free to ask questions creates some sort of friendly relationship students and helps to understand the psychology of the students. In the same way, another respondent stated:

Personally, I tried to know them emotionally. Likewise other strategies are like, face management, alternativeness, and face mirroring, and tempo mirroring, mutual alternativeness. I try my best even when students did not do their homework. At that time I ask them why they did not do their homework very politely.

Rapport is not just a means of building relationships, though; it is often the foundation of success. When you have a rapport with someone, you will influence, learn and teach better, particularly as the trust that you have built up means other people are more likely to accept your ideas, to share information, and to create opportunities together. If you apply face management and alternativeness to establish rapport it can create conducive environment for English language teaching and learning. There are several strategies that can be applied in the language classroom for establishing good connection divided into the following sub-themes.

Recognizing students. Students like their teachers to know their names to have some understanding to their characters (Harmer, 2008. p, 113). Students would like to

want their teachers to know who they are and where they are from. They would like teachers to know their names, of course, but they also appreciate it when teachers have some understanding of their characters. In the beginning, it is really difficult to know the name of all the students at once. The teachers try to know their names using different strategies to know the name of all the students because knowing the students' name is necessary to establish good rapport between the teachers and the students. In this regard, one of the respondent said:

I call every students by their name or I address the name of my students, which makes that I am very close to them and they feel easy to learn and ask questions. So, I take is as one of the best strategy to build up the rapport with the students.

From the story, it can be inferred that calling by students name makes students very close to the teacher and help to learn in a better way.

In the same way, another respondent responded:

First of all, I try to become familiar with the students which makes them feel free to be close with me and also try to know them and their academic background. I know try to know them personally and their personal problems related their study. It helps my students to deal with the problems and it builds up good relation with my students due to which teaching learning becomes more fruitful.

To be familiar with the students or knowing students names also involves knowing about students nature, interests, desires and wishes to they wish to become. When teachers know about their students, good rapport between them can be built up and, it ultimately leads teaching learning activities to success. Teachers are the second parents of the children, if the teachers know them with their names they feel easy to learn.

Listening to students. It is the next strategy to make good rapport with the students. Students respond very well to teachers who properly listen them in and outside the classroom as well. Teachers must listen to the students' opinions and concerns in order to make good rapport with the students. A teacher must try to listen every students to establish harmonious relationship with students, if not, then, there may be problem

creating good relationship with students and which causes difficulties in English language teaching and learning. In this regard, one of the respondent said:

My students are very courageous towards learning and they are talkative because I listen to them and their problems what they ask I respond as soon as possible. Listening students connect the teachers and students together which helps students in learning. They ask the question wherever they feel difficulty in their study in and outside the classroom.

From the statement it can be inferred that listening to the students can make them active in learning and teachers should listen to the students and their complements in teaching and learning at the same time teachers have to facilitate students' learning.

Similarly, another participant responded that:

There are so many students in my school where I am teaching. They like me very much because I am quite frank and open than the other teachers. I listen to all the students wherever they call me I speak with them and sometimes they ask me about their problems regarding learning and solve that problem.

From the above extracts it can be concluded that teachers need to show that they are interested to listen to what the students are expressing and listen their opinions, desires, problems and comments as well. In order to make students feel that teachers are supportive, the teachers must listen to them paying full attention, they have to approach the students making eye-contact and look interested.

Respecting students. Students are from different communities and heterogeneous background. In this case, the teachers have to respect all the students' age, interests, culture, and economic condition as well. At the same time, students commit some mistakes and errors while learning a language. The occurrence of errors in course of learning are natural. It is the teachers' duty to make the learners not to commit the same errors even if they commit errors, teachers have to respect them correct them. If the teacher is too critical, learners will be demotivated. In this regard, one of the respondents said:

The next strategy that I use in the classroom in order to build rapport with students is praising their works and sometimes I assign them homework and sometimes I ask them to do some activities in the classroom. So, when I ask them to do activities they perform that, so all the activities may not be excellent but what I do is praise saying you did well and your performance is good and you have good confidence.

Similarly, another respondent said:

I help my students correcting their errors or mistakes whatever they commit or wherever they commit. Even if students commit same errors again I respect them and correct them saying that committing mistakes is the part of learning. I respect their mistakes in order to make them better learners to perform well further.

Above narratives stated that teachers should not be autocratic in the classroom but rather he should be democratic to enhance teaching and learning activities. Harmer (2008, p.115)"correcting students is always a delicate event. If we are too critical, we risk demotivating them, yet if we are constantly praising them, we risk turning them into praise junkies who begin to need approval all the time". Moreover, uniformity in correcting students will not be suitable because of learner differences existing in the classroom. For instance, some students want to be corrected robustly while some others are found to be willing to get more support and positive reinforcement; it is the problem which the teacher has to face while correcting students errors. In such case, whatever technique he uses but he must show the respect to students because errors are natural while learning anything. In this sense, a teacher must be positive towards learners' behavior in order to develop good rapport with the students.

Being even-handed. It means to have equal behavior with all the students in case of teaching learning activities. Treating all the students equally helps to a teacher to develop good rapport with the students because being even handed is a sound mark of teacher professionalism. It is to say that if a teacher pay more attention to stronger or better students, weaker ones will be affected negatively and ultimately good rapport cannot be built with the students. In this regard, one of the respondent said that "*treating*

all the student according to their level and age or with their differences helps to build up good rapport with the students"

Similarly, another respondent said:

In my schools, there are so many students from different caste, culture, ethnicity etc. in this case, I treat all the students on the basis of their needs. I use to see all the students equally. I try to pay attention to all the students equally whether they are good at study or weak one.

Above statement indicated that to establish good relationship a teacher should try to encourage shy and quiet students and control the talkative one. In order to build good rapport, the teacher should try to treat all the students equally which causes English language teaching and learning activities long lasting, fruitful and effective.

Teachers' friendly behavior with the students. If a teacher takes students as his close friends then there would be good relationship among teacher and the students. In such a situation, teacher can play vital role for promoting their learning excellence. Teaching learning is the blending process in which members of two teams involve for attaining certain kind of purpose. In order to know their opinion they were asked about the behavior with their students and answered in the following ways. In this regard, one of the respondent said that *"I play with my students and they feel very happy and become close to me as I am their own friend and try to learn everything from me."* Similarly, another respondent said that *"I talk to my students on the way or wherever I see them. It helps them to talk with me very frankly and they do not feel any hesitation to ask anything whatever they want to ask me."* The third respondent said that *"I let my students talk to me and I make them to feel free talk to me. I behave with them as I am their own friend not a teacher."*

In the similar vein, respondent fourth said:

I am quite frank with my students but if become more frank to them, they try to climb up my head and at that time I try to maintain the distance. So, friendly

relationship with students is good for establishing good rapport but too much is not good. Being too much close can also affect the student learning as well.

From the above statements what I found that every teachers believe themselves being friendly with their students to create good rapport and create good environment for learning as well. Though, being too close can interfere the relationship and affect teaching learning activities. Despite the fact that, teaching learning can only be effective and fruitful when there is harmonious relationship between teachers and the students. Friendly relationship with the students is one of the effective strategies in ELT classroom to make teaching and learning activities everlasting.

Interactive activities in the classroom. Student centered techniques can be taken as interactive strategies for learning in the ELT classroom. Interaction among teacher and the students leads teaching learning activities more interesting. Sometimes, students-students interaction also takes place where learners become more active participant for learning. It helps them to achieve the directed goal. Similarly, respondents were asked to put their view about interactive activities how these activities help to establish relation with the students and answered the question. Regarding this, one of the teacher participants said that *"I conduct different activities for making fruitful learning in the classroom e.g. co-curricular activities and so on."* In the similar vein, another respondent said that *"I provide different works to my students in group and ask them to do interaction."* And other two respondent also expressed the similar experiences.

From the statement about I found that rapport can be built in various ways one of them is interaction in the classroom among teacher and the students which make students motivated towards English language learning. Interaction can be made dividing students into different group by providing class work. It will be very easy to establish the good rapport among teacher and the students. Involving students in different activities in the classroom can help to build good rapport with the students.

Recognizing birthdays. Recognizing students' birthday is one of the strategies of rapport building in which teachers wish in the birthday of students saying best wishes for your birthday or happy birthday to you or the teachers do not forget their birthday. This is

another way of establishing good rapport with the students. The respondents had put their opinion regarding recognizing birthdays in the following ways. In this regard, one of the respondent said

I try to know the birth date of every students even it is very difficult to know all the students' birthday and I wish to them saying happy birthday and they feel happy and they give me chocolates in their birthday due to which my relationship with my student is very good.

Similarly, another respondent said:

Sometime, I forget to wish the birthday of my students but whenever I wish the students whom I wish come close to me and ask everything or try to be smart than the other students therefore I think that recognizing students birthday is good way of building good rapport with the students for teaching and learning.

From above mentioned narratives what I came to know is wishing good wishes to the students in their birthday helps to create the best relationship among the teachers and the students. In ELT classroom having good relationship among teachers and the students for teaching and learning is must. One of the ways that we can establish rapport is through wishing in the birthdays of students. It helps to the students to ask about the problems that they face in their language learning.

Including personal topics and examples. Sometimes, teachers can tell some personal topics like struggle and the story they have made to be the teachers. It means that if teachers tell about himself or herself, then students also understand better to the teachers and get motivated themselves. This is the strategy that help to establish good rapport with students easily. Similarly, participants were asked to tell about including personal topics and examples as it is one of the strategies for rapport building and responded in the following ways. In this regard, one of the respondent said that "*I tell my own stories that have come through to be here and I tell the stories of successful people to motivate them towards learning.*" similarly, another respondent said that

I was an average student but I tried to make my bond closer with the teachers which helped me to learn so many things from their personal lives. Nowadays, as a teacher I tell my students about my family affairs as well as my study career. Other two participants also shared the same experiences regarding this.

In this way, I found that students become close to the teachers when they are told some personal topics by the teachers. They feel free to share their ideas as well with the teachers. Students feel easy to learn with the teachers who motivate them by sharing personal topics and the stories of those who have become successful because of hard labor and patience. They get an opportunity to learn new things if the teachers become more democratic to the students.

Students talking time in the classroom. Both the teacher and the students talk in the class. The teachers' talk is the exposure or comprehensible input for the students. If the students are not exposed with the target language, they cannot learn it. Besides that, only listening to the teacher is not sufficient for the learners to learn the target language; they have to speak it. Nowadays, it is believed that students talking time should be maximized rather than teachers. Harmer (2006:4) "Students are the people who need the practice, in other words, not the teachers. In general terms, therefore a good teacher minimizes the TTT and maximizes the STT." It means that if the students are given more time to talk then they feel easy to talk with the teachers and there will be good rapport as well. Teachers were also asked about their opinion on students talking time. In this regard, participants said that *"I let my students to talk on subject matter and make them to ask questions to me."* In the similar vein, another respondent said that *"I try to make my students talk in the classroom to improve their speaking skill and they are encouraged to do so."* Two other participants shared the same experiences.

From the narratives what I found that maximizing students talking time makes students more energetic and motivated towards learning and creates a conducive environment for establishing good rapport with teachers as well. Therefore, it is necessary to give the more opportunities to the students to expose with the second language or with target language. Establishing good rapport means bringing changes in teaching and learning.

Moving around in the classroom. Teachers' moving around the classroom can help the students to realize that teachers is paying attention to all the students inside the classroom. Which is beneficial for the students as well as teachers. In this regard, one of the participants said:

Umm... well....as teachers are the second parents of the students, therefore teachers should always take care of them by moving around the classroom. As a teacher I look after all the students what they are doing whether they are doing their work or not. I move to check them and their work.

From the narratives of the teachers it can be said that moving around the classroom is effective strategy to build up the good rapport with students for teaching English language in the classroom. For creating conducive environment for learning, it is necessary to move around the classroom.

Similarly, another participant said:

Yes. We can make our students more engaged in the classroom by observing them, which is only possible is moving around in classroom. In my case, I teaching my student paying full attention by moving around the classroom and ask every students to respond on the questions which I ask them. So, which make me enjoy a lot in the classroom and feel easy to teach them.

From the story of the teacher it can be inferred that teaching in the classroom by moving around is a great technique to establish good rapport for teaching and learning English language. Moving around in the classroom helps to understand the problem of each and every students. It also develops favorable learning environment to the teachers and students for teaching and learning.

Use of sufficient teaching learning materials. There will always be a huge gap between the things that teachers want to impart to their students and the things that students want to know from them. The connection that lets two things go together that is theory and practice relating with the students' lives by using different teaching learning materials. Engaging students in different activities stimulates and also develops good

rapport with the students. The respondents were asked to give their experiences about how use of teaching learning material in the classroom make learning lively and helps to create good mutual understanding between the teachers and the students. In this regard, one of the respondent said:

I have been using different teaching aids that is audio-visual materials in the classroom which makes my students understand easily. When I use different teaching learning materials my students become motivated to learn and try to grab the thing asking questions which they do not understand. It makes good rapport with my students inside and outside the classroom.

Similarly, another respondent said:

Teaching materials can refer to a number of teacher resources; however, the term usually refers to concrete examples, such as worksheets or manipulative. Learning tools or games help students develop new knowledge. As students develop new learning skills, they practice with new learning tools. Teaching materials are different from teaching resources, the latter including more theoretical and intangible elements, such as essays, support from other educators, and/or places to find teaching materials which leads good relationship with students and learning becomes fruitful.

From above extracts what I found that learning materials are important because they can significantly increase student achievement by supporting student learning. For example, a worksheet may provide a student with important opportunities to practice a new skill gained in class. This process aids in the learning process by allowing the student to explore the knowledge independently as well as providing repetition. Learning materials, regardless of what kind, all have some function in student learning and makes students' relationship stronger with the teachers as well.

Importance of Rapport Building for Teaching and Learning

Building rapport enables people to develop bonds full of trust, affinity, and friendship. Hence, it is an essential skill that people should develop. However, many

people don't have the proper knowledge and education of building rapport and its importance. This study explores why it is crucial to building a healthy rapport and position you as an influential and strong leader. To examine the importance of rapport building, participants were asked to tell the importance of rapport building for teaching and learning and responded in the following ways. In this regard one of the respondents said:

Rapport building motivates both teachers and students for their activities and it helps to provide positive results. It helps to force both teachers and students for conducting extracurricular activities creating a good learning environment and it increases mutual understanding with teachers and students.

In the similar vein, another respondent said:

Being able to build rapport consciously is therefore extremely useful both personally and professionally. As a skill, it means that you can build relationships faster, and improve communication more rapidly. Your working relationships will be more effective, and your personal relationships will be stronger as a result.

In the same way, the third respondent said:

If there is no good relationship between students and teachers, the teaching and learning activities may not go as smoothly as teachers or students expect. It helps to motivate the students as well. If there is good rapport, the students will be encouraged highly towards learning.

From the narratives I drew some ideas that rapport is a kind of a tool which makes students highly motivated towards English language teaching and learning, gives satisfaction to the students as well as increases students' interests towards learning. Fitriawati (2010) says that rapport is the term of invisible link between teachers and their students which can form mutual communities and a little piece of thread that somehow binds teachers and their students together. In addition, when there is a strong connection, language classes start to function in more unified ways, with everyone being motivated to move, not only collaboratively but also individually, towards the achievement of learning goals.

Participants shared their experiences on the following themes regarding the importance of rapport building.

Motivation of the students. If teaching is interactive, then it makes good sense to develop a positive quality in the relationships. Good rapport can yield trust between students and instructor. In the absence of basic trust, the teacher may not seem approachable. In spite of attempts to be accessible (inviting students to office hours, asking them how they are), students may not take him/her up on the offer. Within the class itself, rapport can build trust to benefit students learning behaviors. Without it, students may be “unwilling to submit themselves to the perilous uncertainties of new learning. They avoid risk. They keep their most deeply felt concerns themselves” (Brookfield, 1990, p. 163). Rapport building can also develop the motivation of the learners and make psychologically stronger to achieve the goal. Hence, participants were asked to tell about the motivation for teaching and learning after creating the good rapport with the students theory answered in the following ways. In this regard one of the respondent said that *"my relationship with student is very frank and my students take me as their role model because I am very close to them and respond them whatever they ask and motivated themselves for learning."* Similarly, another respondent said that *"when I become more close to my students they try to ask me anything, when they ask I respond which makes them feel to be motivated to learn."*

From the above extracts I found that students get motivated themselves when there is good relationship among the teachers and the students and sound leaning takes place. As a learner, he/she always wants to make good relationship with the teachers and feel blessed to learn after good relationship.

Satisfaction of the students towards learning. At its core, good rapport can be viewed as an issue of learning satisfaction: “Most college teachers enjoy classes more when they have good personal relationships with their students, and the satisfaction (in turn) has a beneficial effect on the quality of their instruction” (Walsh & Maffei, 1994). Respondents had also put their ideas on the satisfaction of learners after good rapport in the following ways. In this regard, one of the respondent said that *"learners are so*

innocence when I teach them with good rapport they feel quite confident and satisfied with their learning. In the similar vein, another respondent said:

students learn with good rapport as a teacher I have taught in many schools what I experienced is that I used have very good rapport with my students and they feel quite satisfied with my teaching and they did well too and still where I am teaching students are quite satisfied that the relation I have with them and they are doing great because of my relationship with them.

Similarly, other respondents shared the same stories that they had.

From the narratives above I found that due to good rapport with the students, classes start to function in a more unified way, individuals will become more interested to participate in the activities of the class as a whole. Individuals will become positive to put themselves forward and be helpful to the teacher. Classes will become easier and more rewarding to teach. Teachers will find themselves behaving in more dynamic way of teaching. Teachers will feel more relaxed and will derive more satisfaction from their teaching. Teachers will find themselves teaching in more creative and innovative ways. Students will become more motivated in the classroom for English language learning.

In addition, participants shared their stories about the importance of rapport building in the similar way below.

The teacher-student relationship has an important impact on students' attitudes and achievements, as well as the relationships that students create inside the school. If students feel comfortable with the teacher and the environment in the school, they can construct more positive relations such as friendship, develop a better way to behave in the social context and improve their social skills.

In addition to these possibilities, one of the scholars, Nugent (2009) suggests:

Creating healthy relationships, teachers can motivate students during the learning process, which is one of the main objectives in a teacher's practice. This author also suggests that in order to do this, teachers have to be aware of the students' emotional and academic needs. By these means, the creation of positive

relationships between teacher and students would be easier. In our experiences inside a classroom, as a teacher and/or a student, the more satisfied both parties are, the better relationship they can build.

From the extracts above I found that having good relationship with the students can help to increase quality in education, develop motivation in students, increase comfort to learn, give satisfaction to the learners for learning, enhancing communication skills, develop trust among teachers and student. Moreover, good rapport among teacher and the students can develop sense of mutual understanding and so on. It is an essential tool that helps to both teachers and the learner to grow mentally and physically. Both will be benefitted having good relationship.

Challenges to the Building Good Rapport with the Students

In ELT classrooms teachers face so many challenges whether it is to teach or make good relationships. Challenges refers to the problems or difficulties that come across while teaching learning activities are going on. ELT classroom may be vary in terms of students' age, caste, culture, interests, and desires, hobbies, ethnicity and so many other factors as well. Sometimes, we might have other problems as well i.e. lack of teaching learning materials, lack of physical facilities, lack of administrative support and so on. Similarly, respondents also asked about the challenges what challenges they face while establishing rapport and answered in the following ways. In this regard, one of the respondent said:

First thing is lack of administrative support, sometime it turns as a problem to develop the rapport, the another thing is students hesitation or let say the other teachers behavior as well because only one teacher cannot change the system and behavior in the classroom because there are many subject that we teach one teacher teaches one subject. So, it can create a problem to build the rapport with the students. In such cases all the teachers need to build the rapport with students to create friendly learning environment. Others challenges are lack proper framework, lack of cooperation among teachers, and students hesitation, students social and cultural background as well.

Similarly another, respondent said:

In my early days of teaching I faced lot of challenges. Like I said earlier, challenges such as: linguistic diversity, multi-culture, poor economic background, family relations of the students are the some problems that made poor rapport with each-other.

In the same way, two others participants opined that:

Umm..what happens there are lot of students in the classroom and difficult to know the name of all the students in many classes. Sometimes, it can be difficult to remember the name of all the students. In this case, those students who are not called by their name they do not be close with the teachers. Knowing the name of all the students in large classes within in a single shot is not possible. Sometimes, what happens with me is all the students work may not be praiseworthy because some students come up with bad activities and with poor performance. So, in that condition praising them is very difficult. On the other hand, vary in the classroom where students come from different background. Some students are extrovert and some are introvert. In this case it is very difficult to build the relationship with the students who are introvert. Addressing all the students' needs at a time is very difficult. Sometimes, if I become very close to the students they climb on my head. Maintain the discipline and build the rapport together is very difficult.

From above all extracts I came to know that teachers also face so many challenges at the time of teaching to the students in the classroom because of different factors. So far, teacher try to deal with the problems of the students but sometimes, the teachers face unexpected problems as well. In ELT classroom, classroom is always heterogeneous because students do not belong the single community and in this case, it is difficult to address the diversity inside the classroom due to this problem, rapport among teachers and the students cannot be made as we expect. I also found that bringing discipline and good rapport together with students is difficult for the teachers. To build good rapport with students, teacher has to address the needs of the students in a single slot which is not possible. Similarly, it is difficult to understand psychology of the students because all

students have come up with different ideas and opinions. Lack of administrative support is also challenge because if it does not support the teacher, then teachers fail to establish the good relationship with the students. Lack of physical facilities and teaching learning material are also the different challenges for the teachers to establish good rapport to enhance teaching learning effectively.

Rapport Building for Academic Performance

Good rapport among teachers and the students plays vital for the high academic performance. The trust between teachers and the students play positive role in learners' learning performance. Students who are very close to the teacher can innovate themselves. Students can have much more exposure with teachers because they can explore themselves and learn many things from the teachers. Likewise, they were also asked about the contribution of rapport building for academic performance and answered regarding this, all the sampled teachers opined that:

It had helped students to participate in teaching-learning activities. Similarly, Rapport building had helped them to raise the questions easily with the teachers, express their opinions easily in the classroom, learn in friendly environment, motivate for learning, and help in learning process as whole. They further claimed that when they had such environments in or outside the classroom, they had better performances in learning.

Above extract indicates that when there is good rapport among teachers and the students helps students to explore themselves in teaching and learning. Close relation of teacher with students creates conducive environment for English language learning to have high performance. Good rapport between teachers and students makes students motivated and they can participate in teaching-learning activities actively, comfortably and in friendly environment. Therefore, it can be concluded that there is vital role of rapport in learners' learning performances.

Results/Findings

I found the lived experiences of the teachers regarding strategies of rapport building in ELT classrooms which addressed the objectives and research questions of my research study. Their stories gave me lots of insights while analyzing and interpreting the data that in turn helped me derive the findings of this study. Some of these notable findings based on the analysis and interpretation of results are mentioned to the points, under three categories, as follows:

Strategies of rapport building in ELT classroom. The stories of participants show that there are many ways of establishing rapport with students in the classroom which could be effective for English language teaching and learning. Based on the research result, I have mentioned the following major points regarding strategies of rapport building by the teachers in ELT classroom:

- i) The narratives of the teachers showed that building rapport as the connection or bond that the teachers establish with the students during the time of teaching and learning in the ELT classroom.
- ii) The teacher narratives revealed that they built up rapport with the students knowing the name of the students in the classroom initially for long lasting learning.
- iii) Similarly, narratives of the teacher showed that they established rapport with the students by listening to them and their problems which made the students active for learning in the classroom.
- iv) In the same way, the participants' stories showed that they built rapport with students respecting to the students and their mistakes or they praised the students not to commit the same mistakes again which helped students to learn language in a meaningful way.
- v) Analyzing the lived experiences of the participants, it was also found that they establish good rapport with the students treating them all equally in terms of their age, level, castes, interests, ethnicity, desires and hobbies without any discrimination.

- vi) Moreover, the teachers narratives showed that they used different strategies to establish good rapport with the students i.e. they behaved with the students friendly, they made the classroom more interactive, they wished the students recognizing their birthdays, they also shared the personal topics and examples, they maximized the students talking time inside the classroom as well as they developed rapport with the students using sufficient teaching learning materials.

The lived stories of teachers indicated that using different rapport building strategies supported the students for their everlasting learning as well.

Significances of rapport building. Under this section, what contributions does rapport building bring after creating rapport with the students has been discussed below. Regarding the importance of rapport building, the study has brought following:

- i. The narratives showed that good rapport with the students motivated the students towards learning.
- ii. Good rapport also helped both teachers and the students for their high academic performance in ELT classroom.
- iii. Similarly, students were quite satisfied with their learning after the good relationship with the teachers.
- iv. In the same way, good rapport of the students with teacher helped them to enhance communication skills.
- v. The next findings showed that good rapport among teacher and the students helped to develop trust among them. It also helped to bring quality education as well as develop comfort for learning.
- vi. Similarly, the stories of the participants also showed that good rapport among teachers and the students help to create conducive environment for learning.

Challenges to the building good rapport. The major findings of this section are given below:

- a) Besides that, the stories of the participants revealed that to build good rapport with students, teacher has to address the needs of the students in a single slot which is not possible.
- b) Similarly, the narratives also indicated that it was difficult to understand psychology of the students because all students have come up with different ideas and opinions as well as multiple intelligences.
- c) Moreover, the narratives showed that lack of administrative support is also challenge because if it does not support the teacher, then teachers fail to establish the good relationship with the students. Lack of physical facilities and teaching learning material are also the different challenges for the teachers to establish good rapport to enhance English language teaching and learning effectively.

Chapter V

Conclusions and Recommendations

The findings of the study helped me to draw the conclusions. Further, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

Conclusions

The present study has identified the rapport building strategies of teachers in ELT classrooms and its importance for teaching and learning. The study has explored some of the challenges of building good rapport with the students for teaching and learning. The result of this study confirms different strategies, significances and challenges of rapport building in ELT classroom for teaching and learning. After analyzing stories of teacher from the collected data, I found that there are different strategies of rapport building with students in ELT classroom for effective teaching and learning such as knowing the names of the students (call by their names, recognizing students), praising students for their works (respecting them listening to the students and their problems in the classrooms, treating all the students in the classroom without any discrimination, behaving with them as their own friend, recognizing their birthdays, conducting interactive activities in the classroom, moving around in the classroom, including personal topics and examples and using sufficient teaching materials in the classroom which are beneficial techniques of rapport building with the students which make teaching learning more fruitful in the ELT classroom.

Being based upon the findings of this study, teachers can use different kinds of strategies for rapport building which help both teachers and the students to have meaningful teaching and learning. Good rapport between the teachers and the students motivates or encourages the students to learn English language in an innovative way. Harmonious relationship of a teacher and the students is the symbol of successful learning in ELT classroom. To make the teaching and learning fruitful, teacher must be friendly with the students and create conducive learning environment for the students.

Teacher must know the name of all the students to make good rapport and should not have dominating power but he/she should have the power of motivating to the students. In ELT classroom, teacher should understand psychology of the students and respond them in need when they ask questions to the teachers due to which we get students motivated, satisfied, comfort, and successful for long lasting and fruitful learning.

Besides that, while participant teachers shared their stories, they found to be unhappy with the students in heterogeneous class and over crowded class in building rapport. Diversity of the students in the classroom made them difficult to establish the rapport with the students. Similarly, addressing the diversity in the classroom in terms of age, level, background, caste, ethnicity, religion, interests and desires of the students created the problems for establishing good rapport with the students within a single slot is a problem which prevented learning of students as teachers expect.

In addition, rapport is the term of invisible link between teachers and their students. It is little pieces of thread that somehow binds teachers and their students together to learn in a collaborative way. Good rapport between teachers and students makes students motivated and they can participate in teaching-learning activities actively, comfortably and in friendly environment. It is not appropriate to show authoritative behavior by the teacher either in the classroom or out of the class. In short, the students want their teachers to show positive attitudes towards them to enhance their learning performances. Hence, it could be recommended that to increase the performance of students, teachers need to establish harmonious relationships with the students. Similarly, as having interaction between teacher and students is one of the means of establishing rapport, the teachers should engage themselves in interactions with the students to make the students feel more comfortable in learning. Fribsky and Martin (2010), and Swenson (2010) have shown that rapport between teacher and students in the classroom is like glue that binds educational relationships positively to learn English language.

Recommendations

Based on the findings and conclusion of my research, the following recommendations have been made to be applicable at policy level and practice level.

Policy level. On the basis of research findings and conclusion, I have made some recommendations which will be supportive for the policy makers regarding the things that they need to take into account to build good rapport with the students for meaningful learning. These recommendations to be applicable at policy level are mentioned to the points as follows:

- a) This study found that rapport building with the students has significant role in teaching and learning so, the good environment should be created for good rapport building.
- b) Pedagogical strategies should be designed demanding the better techniques of rapport building which motivates the learners and succeeds learning.
- c) Similarly, different organizations or departments should collaborate for developing rapport between the teachers and the students for effective teaching and learning.
- d) The methods and strategies of rapport building should be included in the curriculum and teacher professional development programs for effective teaching.
- e) The significance of rapport building should be realized by the teachers, curriculum designers, policy makers and the administrators.
- f) Curriculum designer should include the importance of rapport building in the ELT classroom with different strategies.

Practice level. I believe that this research study will be a guideline and supportive tool for the ELT practitioners, like teachers, teacher educators, curriculum designers, textbook writers, and principals, and many more to those who are involved in teaching profession. Based on the findings and conclusion of the research, I have made some of the following recommendations that are applicable at practice level. They are:

- i. By analyzing teachers lived experiences, it was found that teachers are aware of rapport building. They think that good rapport should be developed with the students for learning.
- ii. The findings of the study show that teachers and students are motivated to teach and learn having good rapport with each other.

- iii. Different kinds of programs should be organized to establish good rapport among the teachers and the students for high academic performance and language learning.
- iv. The teachers and the students should be provided with ample opportunities to participate in different programs which enhance rapport between them.
- v. Teachers should use different strategies for rapport building with the students for long lasting learning and develop harmonious relationship with their students as well as behave with students as a good friend.
- vi. The teachers need to be interested in learners and facilitate them in their learning where the students face challenges, problems and difficulties and help them to encourage or motivate them in learning.
- vii. Teachers should treat all the students equally understanding their psychology, age, level, interests and so on without any discrimination.
- viii. Similarly, teachers must be tactful to use different interactive activities to build rapport with the students for long lasting teaching and learning.
- ix. The teacher should make the classroom democratic, joyful, effective and fruitful for learning.
- x. The teachers should provide equal opportunities to all the students to participate in various learning classroom activities.
- xi. Teachers should be updated with the modern or new techniques of teaching and learning to promote the learning outcomes of students inside the classroom.

Further research related. I believe that no work is final and no research is complete enough in itself. This study also could not cover all the areas of research. I confess that there might have been some limitations as well. While carrying out this thesis, I came across several insights and possible topics to be further explored. In this section, I have mentioned some of the most relevant topics that can be studied by prospective researchers. They are mentioned as follows:

- a) This study was delimited to 4 teachers of secondary level school who were the ones teaching at Kathmandu district at different schools. So, it would be rather

remarkable for the prospective researchers to carry out researches regarding perception of students towards rapport building to improve learning achievement.

- b) Likewise, another possible area for further study could be methodological section. This research is underpinned in narrative inquiry followed by in- depth interview. And therefore, the prospective researchers can employ other methods, like diary writings, observation, written narratives and so on to explore further intended insights.
- c) Similarly, this study does not focus on use of rapport building strategies of teachers to improve students' self-confidence in speaking. So, prospective researchers can explore this issue.
- d) This study also does not focus on integration of rapport in ELT classroom for teaching and learning. Hence, prospective researcher can do research on it.

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Appendix – I

Consent Form

Dear informant,

I would like to invite you to take part as one of the respondents in my research entitled **Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry** under the supervision of **Dr. Tara Datta Bhatta**, Professor, Department of English Education, T.U. Kirtipur, Kathmandu. The purpose of my research is to explore rapport Building Strategies of Teachers in ELT Classroom and the importance of report building in teaching and learning and to identify the challenges to the building good rapport with the students. The expected duration of your participation will be one hour. The research tool mainly will be the interview. Please let me know if you agree to participate in it. Your participation will not only help me in my work but it would definitely enrich my data and result.

Please inform me regarding your decision and hopefully your consent by responding.

See you soon!

Researcher,

Ratan Bahadur Chand

M.Ed. 4th Semester

University Campus, Kirtipur, Kathmandu, Nepal.

Note:

- There will not be certain risk & discomfort associated with this research.
- The information you provide for the purpose of this research will be kept a top confidential.
- Interview will be recorded.
- I hope you will not leave yourself from process at any stage.

Signature.....

Name.....

Date.....

Appendix-II

Teacher Narrative Guidelines

Dear sir/ madam,

These teacher narrative guidelines have been prepared to draw data or information for the research work entitled under the supervision of **Dr. Tara Datta Bhatta**, Professor, Department of English Education, Faculty of Education, T.U. Kirtipur. This research study attempts to explore rapport building strategies of teachers in ELT Classroom and importance of rapport building in teaching and learning of intermediate level in Kathmandu district, Nepal.

Therefore, your kind co- operation in responding all the questions will be extremely valuable to fulfill the objectives and to address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept a top confidential.

Thank you for your valuable time!

Researcher

Ratan Bahadur Chand

M.Ed. Fourth Semester, T.U, Kirtipur

Appendix - III

Teacher Narrative Guidelines

Objectives of the study

- iv. To explore the rapport building strategies of teachers used in ELT classroom.
- v. To find out the importance of rapport building in teaching and learning.
- vi. To identify the challenges to the building good rapport with the students.

Research Questions

- iv. What are the rapport building strategies of teachers in ELT classroom?
- v. What is the importance of rapport building in teaching and learning?
- vi. What are the challenges to the building good rapport with the students?'

Research Questions

The following questions/ teacher guidelines had been asked based on the above objectives and research questions of the study:

- Please briefly introduce yourself.
- What is rapport building and what is your perception about it?
- How do you perceive your relationship with your students?
- What strategies do you use in your classroom to establish good rapport with your students?
- What can be the positive aspects or benefits of rapport building of teachers and students while teaching learning activities are conducted?
- How rapport building is important for language teacher and students for academic performance?
- What do you do in order to meet your students' needs in the classroom?

- What are some of the challenges that you face in building good relationships with your students?
- Do you think good rapport among teacher and students make students motivated towards learning?
- Finally, would you like to add anything related to what we discussed?

Thank you so much for your response!

Appendix- IV

Interview transcripts

Interviewer: Hello! I am Ratan Bahadur Chand, a thesis student at the Central department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry. The objectives of the study are: To explore the rapport building strategies of teachers used in ELT classroom, examine the importance of rapport building in teaching and learning and suggest some pedagogical implications and the research questions are: What are the rapport building strategies used by the teachers in ELT classroom? What is the importance of rapport building in teaching and learning? And To what extent English language teachers are able to make the good rapport with the students? Are you clear now sir?

Interviewee: Yes, sure

Interviewer: Could you please briefly introduce yourself?

Interviewee: Okay. So, introducing myself this is me Mr. Shyam Maharjan. I have been teaching in secondary level as an English teacher since 2012. If you talk about my qualification I have done my master's degree from central department of English education, Tribhuvan University, Kirtipur Kathmandu. And if you talk about my experience, I have been teaching in different schools and school level children for the last 6 years and 2 to 3 years to intermediate and bachelor level. Especially I teach English subject. I am working at one of the schools here in Kathmandu and name of the school is Jansewa Secondary School Kathmandu.

Interviewer: could you please tell me something about the rapport building?

Interviewee: okay so. What I know about rapport building this is the relationship between teacher and students and the vice-versa. This is actually the relationship umm.....rapport building is relationship between two person is called the mutual relationship which is based on trust. The trusting relationship, mutual understanding between one or more than one person is called rapport building.

Interviewer: okay thank you sir. And could you tell me something about the strategies that we apply while building good rapport?

Interviewee: okay, thank you for your wonderful question, umm strategy may be vary or different from one teacher to another teacher. I want share you the experiences about strategies that I adopt while building rapport with the students. So, what I do is, I don't have any special strategy, but I have my organic strategy I use while teaching to building well rapport with my students. So the major strategies are the first one is I try to know the name of students is one of the effective strategies the teacher can use in order to build rapport with the students. Building rapport means having good relationship with the students. In order to make good relationship with the students, the first and foremost thing that we need to do is we need to know the name of the name of the students and what the students feel if you know their name they feel that teacher respect to them and they know them personally and it helps to make good relationship between teacher and students. And then vary activities in the classroom. This means I don't be monotonous in the classroom. For example, first day while teaching grammar, I use one strategy and second day I use different strategy and while teaching story I use one strategy one day and second day I use another strategy. When I do such thing students feel more motivated and they have different perception towards me because of that my students love me like me and it helps to make good relationship between me and my students. And so this is the next strategy and the next strategy that I adopt while building rapport with my students is to know the students personally that means I want to know about their background formally and their personal problems as well as personal hobbies, interests. Students' hobbies or interests are different because some students are so much interested to play volleyball and some are interested to play cricket and some students are fond of watching movies. I try to know them in order to make them close to me or to have good relationship with me. And next thing I want know about their family for example, is your father happy? How is your mother? How are your other members? So if I ask in that way what my students feel that they feel some sort of attachment with me and they feel that this teacher is so caring because of that my relationship with my students would be better and the next strategy that I use in the classroom in order to build rapport with students is praising their works and sometimes I assign them homework and sometimes I ask them to

do some activities in the classroom. So when I ask them to do activities they perform that, so all the activities may not be excellent but what I do is praise saying you did well and your performance is good and you have good confidence. And then the next strategy that I use is to motivate my students and I smile and I don't want my students feel that I am angry in the classroom and I smile that also helps to motivate my students. And I said that I permit them to ask questions. It means I want to build the friendly relationship with my students. So I want means if I become myself as powerful in the classroom and if think that I am superior in the classroom then students must think that teachers are superior to the students then sometimes they may want ask some questions but they don't ask questions. So what I say to them is feel free to ask questions when you like and I think that helps to create some sort of friendly relationship my students and I try to understand the psychology of the students that is the next strategy I use while building rapport. For example sometimes, students feel bore and they don't want study in the classroom, in that condition I let them to enjoy in the classroom by playing different games and other extracurricular activities or co-curricular activities whatever possible in the classroom. Some of the strategies that I use to build rapport with my students.

Interviewer: okay thank you sir. Then what can be the positive aspects of rapport building in the classroom with your students?

Interviewee: of course, it has numbers of positive aspects but I want say some of them. You know, you don't talk with the people whom you don't like and you don't like the thing shared by someone whom you don't like. If you like someone if you love someone if you are fond of someone, if you think someone is good, if you have positive let say if you have positive attitude towards someone then you may be convinced with the ideas shared by these people. But if you have negative attitudes towards any personality or any political leader or any celebrity whatever you call you don't be convinced with the ideas shared by those people. so why I think is if you have good relationship with your students the first and foremost positive aspect is students pay attention to you and respect you and they feel like we are close to them so they pay attention to you. The second thing is they understand better and it helps to conduct the students centered activities in the classroom because if you guide them to do activities they involved actively. And the next thing is

students do not hesitate to share their problems that they have with you. If they have good rapport with the teachers, if not they may not share with you. So they will share their problems and problems related to their personal life and related to the teaching and learning. So these are some of the positive aspects of rapport building so that rapport building is necessary. If you want to make your teaching and learning more effective and fruitful.

Interviewer: okay, thank you sir and how rapport building is important for teacher and students for academic performance?

Interviewee: okay so fine. I said that rapport building obviously helps to have high academic performance. If there no good relationship between students and teachers the teaching and learning activities may not go as smoothly as teachers or students expect. So that rapport building is very necessary for the teachers and the students. It is important for the teachers because it helps to support the teachers and students will support you and students will be agree with you and students do not hesitate to ask questions. So that you can make them clear. This is the advantage on the behalf of the teachers. if Say what are the advantage to the students, students will feel that teachers are like their family members and their friends and they do not hesitate to share their problems, if they do not understand they ask again inside the classroom and outside the classroom. So that rapport building is very necessary for teacher and students or both.

Interviewer: what do you build your relationship in heterogeneous class where students belong different back ground? And what do you do meet the needs of the students?

Interviewee: okay fine. So it's very difficult if classes are linguistically diverse, they are diverse in regarding caste, culture, economic background and we cannot find the homogeneous classroom or homo sort of classroom and it is very difficult to build the relationship in such conditions so what I do is , I know that the specially new students who are financially weak and they feel little bit hesitate and their school dress may be turn out or dirty, and their hair style may not be good and the some people who come from the minority ethnic group e.g. the most of the students belongs to Brahmin and

kshetry where some students belong to tamang community and they must hesitate in the classroom. At that time what I do is I empower them in classroom and I motivate them in the classroom and I say you are doing well even if they may not be good. I say them you are doing great. I praise their even small work. So it helps them to be close with me. In this way I also help them in every difficulty. I encourage my students, motivate my students and I respect my students even if they have poor academic performance. And I don't humiliate them on basis of their case, religion, economic background, and so on to have good relationship with my students.

Interviewer: In diversified classroom what kind of challenges that you in order to make good relationship with your students?

Interviewee: teaching is a challenging job and to build good rapport with students is also challenging. so what happens there are lot of students in the classroom and difficult to know the name of all the students and we also teach in many classes. Sometimes I can be difficult to remember the name of all the students. In this case, those students who are not called by their name they do not be close with the teachers. Knowing the name of all the students is impossible in large classes. Knowing the name of all the students within in a single shot is not possible. Another challenge is all the time all the students works may not be praiseworthy because some students come up with bad activities and with poor performance. So, in that condition praising them is very difficult. Another challenge is vary in the classroom where students come from different background. Some students are extrovert and some are introvert. In this case it is very difficult to build the relationship with the students who are introvert. Addressing all the students' needs at time is very difficult. Sometimes if we become very close to the students they climb on your head that is also a challenge and say in the classroom what they should not say. Maintain the discipline and build the rapport together is very difficult.

Interviewer: okay thank you sir! Do you think that a good rapport among teacher and students make students motivated towards learning?

Interviewee: of course good rapport among teacher and students makes students motivated towards learning. You know if there is good relationship among between

teachers and teachers and teachers can also share their ideas. In this way one teacher may have one idea and another teacher may have another idea. Sharing the ideas among the teachers and students may be motivated the students towards learning.

Interviewer: Last but not least, would you like to add anything related to what we discussed earlier?

Interviewee: sir you have come up with very wonderful idea. And rapport building is really neglected issue in the schools what the teachers feel is they need to come in front of the classroom and share and bombard the content to the students but that so conservative concept but now days without building rapport with the students and with the teachers and with parents is not possible to achieve the that we have set. What I feel is rapport building is a really a burning issue this is the world people say it is necessary but this is neglected. So you want carry out in this area I hope this will be helpful to all the teachers, students, and probably policy makers and curriculum designer and all the trainers and all over the country. Thank you so much for making me the part of your research and getting the chance of sharing my ideas with you. Thank you so much sir.

Ok thank you so much for your valuable time sir and your wonderful ideas.

Interview transcripts

Interviewer: Hello! I am Ratan Bahadur Chand, a thesis student at the Central Department of English Education, T.U. I have come to you for the purpose of my research study. I am carrying out a research study on Rapport Building Strategies of Teachers in ELT Classroom: A Narrative Inquiry. The objectives of the study are: To explore the rapport building strategies of teachers used in ELT classroom, examine the importance of rapport building in teaching and learning and suggest some pedagogical implications and the research questions are: What are the rapport building strategies used by the teachers in ELT classroom? What is the importance of rapport building in teaching and learning? And To what extent English language teachers are able to make the good rapport with the students? Are you clear now sir?

Interviewee: Yes, sure

Interviewer: Could you please briefly introduce yourself?

Interviewee: Well...my name is Kailsh Maharjan. I have been teaching for the last 8 years. Recently, I am working at one of the schools here in Kathmandu and name of the school is Shree Jansewa Secondary School Kirtipur Kathmandu. I teach English.

Interviewer: how do you define rapport building? Actually what do you think rapport building is?

Interviewee: in my opinion, rapport building is simply the process of establishing or making good relationship with the particular group based on their shared experiences, views, values, and norms. Specially, I perceive it as a process of developing strong connection with someone else.

Interviewer: How is your relationship with your students?

Interviewee: My relationship with my students is quite good and it is better to have good relationship with the students for making teaching learning activates more fruitful and interesting. I behave with as a good friend and they involve in teaching learning activities actively. At the same time, we as a teacher we need to make good rapport with the

students. If we do such thing with our students they don't feel any hesitation to ask questions in that they feel difficulty. My relationship with my students is like friend and family members which helps my students to learn better. Building rapport is how people connect, identify shared feelings established two way communication with someone. Simply, it is known as process of making good relationship between teachers and students to establish good rapport we as a teacher used different types technique or strategy to make better relation with students like understanding students level, age, and be friendly with the students.

Interviewer: okay thank you sir. And could you tell me something about the strategies that we apply while building good rapport?

Interviewee: use different types of rapport building strategies for established good rapport with students which are presented as follows:

- Listening the students problems
- By solving the classroom problems
- Engaging students in classroom activities by working with students / group work
- Involving students in classroom activities
- Through answer question activities
- At first, I try to recognize the students level
- Instruction is based on the students interest
- Use easy language for their better understanding
- Engage students in classroom activities

Inteviewer: okay thank you sir. Then what can be the positive aspects of rapport building in the classroom with your students?

Interviewee: There are numerous positive aspects of rapport building with the students which are presented below:

- Builds truth between teachers and students
- Comprehensible input
- It made classroom activities meaningful

- Helps to solve classroom problems
- It creates peace and fun classroom

Interviewer: okay, thank you sir and how rapport building is important for teacher and students for academic performance?

Interviewee: Importance of rapport building in academic performance are as follows:

- Motivate both teachers and students for their activities
- Helps to provide positive result
- It helps to force both teachers and students for conducting extracurricular activities
- Creates good learning environment
- Mutual understanding with teachers and students

Interviewer: In diversified classroom what kind of challenges that you in order to make good relationship with your students?

Interviewee: I faced difference kind of challenges while developing rapport with the students which are presented as follows:

- Language related problems
- Age related problems
- Culture, values, and norms are other aspects that hamper to make good rapport with the students.

Interviewer: Do you think that good rapport building makes students motivated towards learning?

Interviewee: Sure, good rapport with teachers and students make students motivated towards their teaching and learning activities. Students feel comfortable while classroom activities are going on. Comprehensible input is possible only through good rapport.

Interview Transcript

Interviewer: Namaste sir.

Interviewee: Namaste.

Interviewer: I am Ratan Bahadur Chand, a thesis student of central department of English Education Tribhuvan University. I have come here for the purpose of my research work which is doing thesis. My research study is on Rapport Building Strategies of Teachers in ELT Classroom. The objectives of study are to explore the rapport building strategies of teachers in ELT classroom and to examine the importance of rapport for teaching and learning. So, I am expecting the responses on it as a participant of my research study. Are you ready for this sir?

Interviewee: Yes sure sir. Thank you so much sir for giving such great opportunity to me.

Interviewer: Would you please introduce yourself?

Interviewee: thank you so much. It's me Ganesh Kunwar. I am teaching here in the Mangal School Kirtipur Kathmandu. I teach English in +2 and bachelor level as well.

Interviewer: Thank you sir. What is your opinion regarding rapport building and its strategy?

Interviewee: it is crystal clear that the term rapport signifies the relationship or the bond between two faculties. Let say these two faculties can be either teacher or students or the individuals in the group. In general, rapport signifies the relationship or rapport building is the strategy or techniques to build the bound with let's say the members. Strategy refers to the techniques or ways that we apply in order to do something better. Here, rapport building strategies refers to techniques or ways of making good relationship with somebody else.

Interviewer: Thank you sir. How do you perceive your relationship with your students?

Interviewee: oh, I am very flexible and democratic teacher and I always make my students feel free in the classroom and most of the students show their love towards me because of this sort of freedom and flexibility and my relationship is very good regarding equality. And then and I found teachers relation with the students play pivotal role in enhancing teaching and learning inside and outside the classroom.

Interviewer: Ok, what do you think about rapport building strategies?

Interviewee: Personally, I tried to know them emotionally. Likewise other strategies are like, face management, alternativeness, and face mirroring, and tempo mirroring, mutual alternativeness. I try my best even when students did not do their homework. At that time I ask them why they did not do their homework very politely.

Interviewer: Ok, Could you tell me some other strategies that you love to use in your classroom?

Interviewee: regarding strategies, I have been doing support to my students in writing, reading, and sometimes I use to motivate them, I use to share my own experiences not only that I also tell the also tell the stories of some successful person how they learn and how they have become successful in their reading writing and sometimes I present some wonderful lessons in front of them. Moreover, what I have been doing with my students is to make them ask questions related to the study and so on. Some of the strategies that I apply are I address the name of my students, motivate them towards learning, and they feel very close to me. Another thing is I tell some stories to them and sometimes I also ask some questions and they respond as I am like their own friend. One of the strategies I do is I respect all the students and wherever they are and whatever they that respecting students. And I treat my students equally as well wherever they are from and so on. I listen to my students whatever they ask but sometimes it is very difficult to understand all the students because of time limitation.

Interviewer: What are the positive aspect of rapport building?

Interviewee: Rapport building really motivates and engages the students towards learning. It also make the student and teacher more close and students can express them self easily cooperative nature. Since there is good rapport among teacher and students there could be good environment for learning and so on.

Interviewer: Then, it is important for teacher and students in their academic performance?

Interviewee: Yeah, definitely sir it is very important not only for performance but also for competence or both. for this I just like to present myself I was a student , in my classroom when I was a student I used to feel very free and much confident in the class of Guru sir because he was close to me. In his I could explore the content much better but in other classes I used to feel less confident because not close relation with him.

Interviewer: Thank you sir. Sometime, students are from different background. So, at that time what should you do?

Interviewee: in such class I treat all the students equally that is inclusion.

Interviewer: Ok, there may be some challenges inside the classroom. So, what kind of challenges that you faced when you are in the classroom?

Interviewee : first thing is lack of administrative support, sometime it turns as a problem to develop the rapport, the another thing is students hesitation or let say the other teachers behavior as well because only one teacher cannot change the system and behavior in the classroom because there are many subject that we teach one teacher teaches one subject. So it can create a problem to build the rapport with the students. In such cases all the teachers need to build the rapport with students to create friendly learning environment. Others challenges are lack proper framework, lack of cooperation among teachers, and students hesitation, students social and cultural background as well.

Interviewer: Do you think that good rapport with teacher and students motivate the students in their learning?

Interviewee: Definitely, rapport makes students better. Not only better, it makes best both teacher and students. Because 21st century teaching is student-centered, and it must have a good rapport. So, it has a great role.

Interviewer: Ok, thank you for your information sir.

Interviewee: Thank you so much for participating me or making me the participant of your research study.

Interview transcript.

Interviewer: Namaste sir.

Interviewee: Namaste.

Interviewer: Would you please introduce yourself?

Interviewee: It is me Ramesh Neupane. I am teaching here in the Viswaniketan School, Tripureswar.

Interviewer: How long have you been in the field of teaching?

Interviewee: Yeah, it is been last three years that I am teaching there and it is been wonderful experiences that I have collected throughout my teaching career.

Interviewer: Thank you sir. What is your opinion regarding rapport building?

Interviewee: It is very important thing that every teacher must have to be with students, to know students, if someone fails to understand the students that means he/she is not good in rapport building. Until and unless teacher is not in rapport then he cannot be a good teacher. Because it makes teacher/teaching wonderful. In the same time, it make teaching and learning very fruitful. That is why teacher must have well in rapport building with their students.

Interviewer: Thank you sir. You have long experience in teaching. So, how is your relationship with your students?

Interviewee: Yeah, I love my students. Because, they share everything, even problems which are out of the course book they share to me. I have built good rapport with my students. For example, girls are not hesitate to talk about menstruation, their love life, family life etc. I believe, this is due to our good rapport with each-other.

Interviewer: Ok, what do you think about rapport building strategies?

Interviewee: Personally, I tried to know them emotionally. Likewise other strategies are like, face management, alternativeness, and face mirroring, and tempo mirroring, mutual alternativeness. I try my best even when students did not do their homework. At that time I ask them why they did not do their homework very politely.

Interviewer: Ok, Could you tell me some other strategies that you love to use in your classroom?

Interviewee: Like I said, some time I apply face management. It is positive face management. It means, is someone is not good in answering, never scold them. Do not

use "you do not know anything, idiot, donkey". Never use this kind of words. It is a human nature, no one is perfect. Therefore, treat them like human.

Interviewer: What are the positive aspect of rapport building?

Interviewee: Rapport building is a great thing in teaching-learning. So, if a person wants be a good teacher, he must learn how to make a good rapport building with students. To make one's bright future, he must have this quality.

Interviewer: Then, it is important for teacher and students in their academic performance?

Interviewee: Yeah, it is very important for teacher and students in their academic performance.

Interviewer: Thank you sir. Sometime, students are from different background. So, at that time what should you do?

Interviewee: I try my best to understand the students. Such as, is she is from poor background, language diversity, different ethnic group, multicultural. Therefore, if teacher have sense about these thing teaching-learning can be more fruitful in the classroom. So, I try to know their background and treat them accordingly.

Interviewer: Ok, there may be some challenges inside the classroom. So, what kind of challenges that you faced when you are in the classroom?

Interviewee: In my early days of teaching I faced lot of challenges. Like I said earlier, challenges such as: linguistic diversity, multi-culture, poor economic background, family relations of the students are the some problems that makes poor rapport with each-other.

Interviewer: Do you think that good rapport with teacher and students motivate the students in their learning?

Interviewee: Definitely, rapport makes students better. Not only better, it makes best both teacher and students. Because 21st century teaching is student-centered, and it must have a good rapport. So, it has a great role.

Interviewer: Ok, thank you for your information sir.

Interviewee: Thank you.