

**A SURVEY STUDY OF TEACHER-STUDENT RAPPORT IN AN L2
LEARNING CONTEXT AT A BANGKOK SECONDARY SCHOOL**

CHEN JUNDING

Adviser: Ajarn Edward Geerson

**A RESEARCH PAPER SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS
IN
TEACHING ENGLISH AS A FOREIGN LANGUAGE
LANGUAGE INSTITUTE, THAMMASAT UNIVERSITY
BANGKOK, THAILAND
MARCH 2010**

*With the Compliments
of*

ABSTRACT

This study investigated teacher-student rapport in a L2 learning context at a Bangkok secondary school. The subjects of this study were 50 Grade 8 students from Pamahataisuksa School, Bangkok. The respondents ranged between 13 and 15 years old with an average age of about 14 years. Questionnaires were used as research tools for the study and were divided into 2 sections: respondents' general information, respondents' attitudes towards teachers' qualities, the characteristics of best teachers and worst teachers. A four point Likert-type scaling was presented to the respondents to indicate the extent to which they agreed or disagreed with the statement.

The data were analyzed by using SPSS (Statistics package for social science on personal computer) version 11.5 program, based on mean and standard deviation. Data analysis involved descriptive statistics. The result of the study shows as follows:

1. Teacher-student relationship plays an important role in English teaching and learning. The students considered teachers' qualities such as teachers relate well to students, have a sense of humor, have an interesting teaching style, have the enthusiasm to teach students, teachers explain things clearly, teachers are considerate of students' feelings, and teachers don't show favoritism toward students, as the top characteristics of best teachers.

2. Opinions towards the teachers' personality and characteristics provide useful information for teachers to adjust and improve English teaching styles and techniques. This study is also beneficial for administrators to deal with problems in English teaching.

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my advisor Ajarn Edward Geerson. He gave me so many helpful suggestions in preparing this research paper and provided me with insightful ideas. His professional instruction made a deep impression on me. With his instruction and help, I could conduct this research paper. Moreover, my sincere thanks go to Pamahataisuksa School and Grade 8 students who kindly participated in this survey study. Last of all, I would like to thank Mr. Lawrence and Richard. Both of them are my colleagues who shared their teaching experience and ideas with me.

Thammasat University
Bangkok, Thailand

Chen Junding
March, 2010

CONTENTS

	PAGE
ABSTRACT.....	ii
ACKNOWLEDGEMENTS	iii
CONTENTS	v
CHAPTER	
1. INTRODUCTION	1
1.1 Background.....	1
1.2 Statement of the problem.....	2
1.3 Objective of the study	2
1.4 Scope of the study	2
1.5 Definitions of terms.....	2
1.6 Significance of the study.....	3
1.7 Organization of the study.....	3
2. REVIEW OF LITERATURE.....	4
2.1 The definition of a teacher's rapport with learners.....	4
2.2 The importance of rapport.....	6
2.3 The factors affect a relationship between a teacher and students.....	8
2.4 The way to build up rapport.....	9
3 METHOD OF THE STUDY	14
3.1 Subjects	14
3.2 Materials.....	14
3.3 Procedures.....	14
3.4 Details questionnaires	15
3.5 Data collection.....	15

3.6 Data analysis.....	15
4. RESULT OF ANALYSIS.....	16
4.1 General information of the subjects.....	16
4.2 Opinions towards teachers' qualities.	18
5. DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS.....	24
5.1 Summary of study	24
5.2 Discussions	25
5.3 Conclusions.....	25
5.4 Recommendations for further research.....	26
REFERENCES.....	27
APPENDIX.....	29
A. Questionnaire (English Version)	29
B. Questionnaire (English Version)	31

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport, both between a teacher and students. Teachers create an environment of rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. Teachers often complain about discipline, about lack of attention, about the use of L2 in the classroom and many other problems, many of which amounts to a breakdown in communication between teacher and students or between students themselves. It is well known that speech is only one part of communication, yet teachers often forget about or underestimate the importance of their rapport with their students. (Robert Ledbury, Ian White and Steve Darn)

If the teacher has a good rapport with the students, the teacher's job will be easier; the teaching will be more effective. And the educational climate becomes positive, forward-looking and supportive. The relationships within the classroom are likely to be stronger and deeper and communication between people much more open and honest. The students are able to work with less fear of taking risks or facing challenges. They increase their own self-esteem and self-understanding, gradually taking more and more of responsibility for their own learning. It shows that a teacher's rapport with language students is very important. Teacher should be careful about his behavior and attitude. 'It's the single most important factor in a classroom, and thus can have a major effect on discipline.' (Jeremy Harmer, 1992, p. 249).

The relationship between a teacher and a student can be either good or bad. In either case, it will have effects on the student in future. To have a good teacher-student relationship, it is important that the teacher and the student respect each other. A good teacher-student relationship will make learning enjoyable and interesting. A bad one can discourage the student from learning and make teaching an unpleasant task. A good teacher-student relationship can be mutually beneficial. The student obtains knowledge eagerly while the teacher gains satisfaction from his job. In this way the teacher-student relationship can improve both teaching and learning.

Therefore, this survey study is conducted in order to find out the importance of building up teacher-students rapport in a L2 learning context.

1.2 STATEMENT PROBLEM

The purpose of this research is to study student-teacher relationships and their effects on learning. Good rapport often leads to good learning performance by students. Poor rapport will lead to poor learning performance.

1.3 OBJECTIVES OF THE STUDY

1. To examine how teacher-student rapport affects English teaching and learning.
2. To find out the importance of a teacher's rapport with L2 learners.

1.4 SCOPE OF THE STUDY

1. This study was done with as a sample chosen from the secondary level at Pammahataisuksa School, Bangkok. The total subjects were approximately 50 students of Grade 8.
2. This study aimed to find the importance of a teacher's rapport with L2 learners who were M2 students at Pammahataisuksa School, Bangkok.

1.5 DEFINITIONS OF TERMS

L2 learners are Grade 8 students studying English at Pamahataisukasa School. Teachers refer to the persons who teach English and are non-native speakers. Rapport refers to the relationship between a teacher and students.

1.6 SIGNIFICANCE OF THE STUDY

1. The findings will provide useful information for knowing the importance of a teacher's rapport between and students.
2. The findings will be beneficial for teachers to build and improve rapport.
3. The findings will be useful for teachers and administrators to deal with problems in teaching.

4. The findings will help teachers improve and adjust the current teaching techniques to teach English effectively.

1.7 ORGANIZATION OF THE STUDY

This study consists of five chapters. The content of each chapter exists as follows:

1. Chapter 1 deals with general information about the problems, the objectives and the significance of the study.
2. Chapter 2 reviews research and literature related to the study.
3. Chapter 3 explains subjects, materials, procedures, and data analysis which are used in the study.
4. Chapter 4 shows the results from data collected from subjects.
5. Chapter 5 summarizes and discusses the findings, then states recommendations for further study.

CHAPTER TWO

REVIEW OF LITERATURE

This part reviews the literature and research studies related to a teacher's rapport with L2 learners.

2.1 The definition of a teacher's rapport with learners

Rapport is an integral part of preparing a classroom for the implementation of collaborative learning techniques. We all use the word 'rapport' in normal conversation to indicate the relationship between and among individuals. When there is 'good rapport' it means that individuals can relate to each other. 'Bad rapport' indicates difficulties in the relationship. (William and Bryan K. Saville, 2001)

Rapport is to do with the personal atmosphere a teacher creates in the classroom, the differences, say, between a room where people are defensive and anxious or a room where people feel able to be honest and take risks. Rapport is not a skill or a technique that a teacher can mimic. It's not something you do to other people. It is you and your moment-by-moment relationship with other human beings. (Jim Scrivener 1994, p. 7).

According to Vadim Kotelnikov (2001), rapport is a process of building a sustaining relationship of mutual trust, harmony and understanding. It is essentially meeting individuals in their model of the world. This happens through matching the accessing cues from words, eye movements and body language. Rapport is the ability to be on the same wavelength and to connect mentally and emotionally. It is the ability to join people where they are in order to build a climate of trust and respect. Having rapport does not mean that you have to agree, but that you understand where the other person or people are coming from.

Merriam- Webster's collegiate dictionary (1984) defines rapport as relation marked by harmony, conformity, accord, or affinity. Based upon this definition therefore, rapport signals a relationship exemplified by agreement, by alignment, or by likeness or similarity. This depicts the extent, then, that one is in agreement or alignment whether verbally or nonverbally, or both with another person, or bears some likeness to him or her. Essentials of building rapport include harmonic

situations and focus on the building of self-esteem in one-self and others by creating a warm, honest, and sincere human relationship. Building a warm, honest, and sincere rapport comes easy with best friends, families, companions and neighbors.

William and Bryan K. Saville of Auburn University stated that rapport is tricky to understand. Perhaps that is why the voluminous literature on college and university teaching essentially ignores it. Rapport has been avoided in favor of other variables, such as methods of teaching, modes of testing, and techniques of assessing teaching effectiveness, which can be more readily conceptualized and manipulated. Nonetheless, it is worth considering the role of rapport if for no other reason than its contributions to effective teaching. To gain a bit of insight into this matter, William Buskist and Bryan K. Saville surveyed several hundred Auburn University undergraduates enrolled in an introductory level psychology course and asked them to tell us three things: (i) the extent to which they have experienced rapport in their classes; (ii) the things that teachers do to develop rapport with them; and (iii) how rapport affects their academic behavior. Only slightly more than half of the students reported that they had experienced rapport with a professor. These students told them that the most common teacher behaviors contributing to the development of rapport were, in order: showing a sense of humor; availability before, after, or outside of class; encouraging class discussion; showing interest in them, knowing students' names; sharing personal insights and experiences with the class; relating course material in everyday terms and examples; and understanding that students occasionally have problems arise that inadvertently hinder their progress in their courses. Finally, the students also told them that the most common positive effects of rapport on their academic behavior were, in order: to increase their enjoyment of the teacher and subject matter; to motivate them to come to class more often, and to pay more attention in class. Thus, rapport seems to facilitate both student motivation for learning and their enjoyment of the course, and enhances student receptivity to what is being taught.

William Buskist and Bryan K. Saville state that rapport is both a process and outcome. It is a process because it involves a series of steps a teacher takes that must occur for rapport to develop. It is an outcome because it emerges only when the appropriate components are present in teaching situations, leading to more effective

occur for rapport to develop. It is an outcome because it emerges only when the appropriate components are present in teaching situations, leading to more effective teaching. The student and teacher connect emotionally and students motivate to participate actively in their education.

2.2 The importance of teacher-student rapport

According to the chapter one of *The Practice of English Language Teaching* (Harmer, 1992), a 1970 study done by Denis Girard attempted to answer which is about why the two teachers using the same method can have vastly different results. A thousand children between the ages of twelve and seventeen were asked to put a list of teacher 'qualities' in order of preference. The study shows that students were more concerned that classes should be interesting, and three of the top ten qualities are concerned with the relationship of teacher and student. The study shows that most of people mentioned were the teacher's rapport with the students and the teacher's personality. (p. 5) and it's obviously that a teacher's rapport with students is playing an important role in language learning.

“Rapport building between teacher and learner is not in the top category for factors loading onto a statistical explanation of effective teaching (from student evaluation data) but in a wider range of research literature it is an important and acknowledged attribute for enhancing learning and it makes intuitive good sense” (Fleming, 2003).

Educators today have many roles to fulfill. No longer is the job of a teacher to simply import knowledge. With all of the current trends and new knowledge about the ways students learn, educators are called on to teach more and more new things in more and more new ways. In order to be more effective in their classrooms, teachers need to build good relationships with their students. Students who build good relationships with their teachers are much more likely to be successful in their studies. Many students also need positive adults in their lives. Some have never had good relationships with an adult; they may even fear or mistrust them (Fisher, 2001). Fisher also tells us, “Strangers don't have much influence.” Therefore, if teachers want to have influence over their students, they must cultivate positive relationships with those students.

Marzano (2003) tells us that teachers who develop good relationships with their students will have fewer discipline problems. This is due to the fact that students who have respect for their teachers will be more willing to accept the rules and procedures of those teachers.

“Building positive relationships between teachers and students can provide the motivation, initiative, and engagement which are essential for academic success. An emotionally and socially positive school climate contributes to the development of students’ self-confidence, teachers’ beliefs that they can be effective in their jobs and an atmosphere of cordiality in student-teacher relationships” (Stuhlman, M. Hamre, B. and Pianta, R., 2002).

Stuhlman et al also caution that teachers of at-risk students need to be even more aware of how they go about meeting the needs of those students without letting “their own thoughts and feelings...prevent them from meeting the students’ needs or help their difficulties.” (Stuhlman et al, 2003, p. 72)

Gaie Houston (1990) has written that ‘the foundation of rapport is to learn yourself enough that you know what style you have and when you are being truthful to yourself.’ (Jim Scrivener 1994, p. 8)

A teacher’s rapport with students is very important. An effective teacher should always establish rapport with his students. Establishing interpersonal relationships with students is crucial to form a trusting bond with each student. And the teacher should know that students’ need and carry out variety activities. A teacher should build rapport with students by creating a warm, supportive learning environment. These rapport-building actions increase the likelihood that the students will be more receptive to the teacher. The teacher can make his teaching effectively. Although building good rapport is often a matter of personalities, and many teachers will have excellent rapport with one class and bad rapport with another, for no clear reason, building rapport with students is an accomplishment for teachers and will make students become more motivated and willing to learn. As agriculture educators, building rapport with students can be an essential element in the teaching and learning environment. However, rapport does not exist somewhere as a single magical key that will turn lifeless, disaffected students into inquisitive, adoring scholars (Rusch & Dean, 1993).

2.3 The factors affect a relationship between a teacher and students

Harmer (1992) lists the teacher's qualities in order of preference resulting from asking a thousand children from ages twelve to seventeen to put the teacher's qualities list in order of priorities.

- 1) He/She makes his students pay attention in the class.
- 2) He/She is good at pronunciation.
- 3) He/She can make his students understand.
- 4) He/She can speak like a native speaker.
- 5) He/She shows no bias to his students.
- 6) He/She encourages every student to share his or her idea.
- 7) He/She is very persistent.
- 8) He/She gives all students assignments according to the class objective.
- 9) He/She encourages his students to speak.
- 10) He/She uses an audio-lingual method.

When asked to make an additional list, the students added some popular qualities.

- 11) He/She shows sympathy to his pupils.
- 12) He/She is fair to all his students.
- 13) He/She inspires confidence.

Sass (1989) asked his students in two classes, (one was highly motivated and the other was not) over twenty courses, about the contributing teacher factors that helped students' motivation. The following were listed:

- 1) Energetic teachers
- 2) Authenticity of the material.
- 3) Teachers and students must have a sympathetic relationship

Crooks and Schmidt (1991) suggested the following activities that can be provided in the classroom to increase motivation:

- 1) Integrating lessons related to the students' real life so they are interactive, integrative, and fun.
- 2) Encouraging team effort rather than competitive goals.
- 3) Making the lessons unpredictable.

The above activities help to promote: students' confidence, a relationship between teachers and students, effective learning, and the feeling of achievement towards students' goal.

2.4 How to build rapport

Spiegel (1994) stated that building rapport takes hard work, concentration, and commitment. Human nature alone causes complications to arise right from the beginning. Humans are unique and complex individuals with a set of fears, doubts, and insecurities. Even the act of saying "Hi" to a stranger can be interpreted as an enormously courageous task. Although difficult for some, building rapport can be learned just as with any other skill. The younger the students are, the more they feel that they need coddling such as the smaller children in elementary schools. But once a student reaches the teenage years and secondary school, the uncertainty of childhood should be replaced by the certainty of school routine and structure. With this new routine and structure, some people assume that all the fun that was once enjoyed in the classroom and learning becomes a matter of business at hand. Learning is the crucial factor, but high school students need to feel welcomed and accepted just as much, if not more, than younger students. By using the first day of class in the high school to bond with students, positive relationships or the building of rapport begins, and thus, the business of learning can begin. During this first day, teachers have only one chance to make a good impression and put their students at ease. Without the feeling of trust in the teacher and security within the class, students may experience a feeling of inhibition, which affects learning.

According to William Buskist and Bryan K. Saville of Auburn University (2001), trust is the core of a student-teacher alliance. If the teachers wish students to join them as members of the community of learning, teachers must demonstrate to their students that they can be trusted. To connect with their students, teachers must be willing to reveal a little about themselves and their motives for teaching. Common teacher behaviors that can contribute to the development of rapport are: "Showing a sense of humor, showing interest in their students, knowing students' names, Sharing personal insights and experiences with the class, understanding that students occasionally have problems that arise and inadvertently hinder their progress."

William Buskist and Bryan K. Saville stated that common positive effects of rapport on academic behavior include: increased enjoyment of the teacher and subject matter, motivation to attend class more often and motivation to pay more attention in class.

Jones, V. & Jones, L.S. (1986) list many activities for developing a positive rapport with students. Several of these are as follows:

Attending student performances. Many students are involved in activities outside of school, such as athletics, music performances, etc. Attending these performances and giving positive feedback afterward communicates to students that you are interested in and care about them.

Sending letters and notes to students. Sending a personal letter to your students before school starts can help them to feel welcome and convey that you are looking forward to having them in your class. During the school year, letters or notes can be sent or given to the student commending them for improved achievement, particular accomplishments, etc. This can be a very strong form of reinforcement for students who are easily embarrassed when they are singled out in front of the class.

Employing a suggestion box. Putting a suggestion box in the classroom and using the suggestions for problem solving sessions with students will create an opportunity for teachers to communicate to students.

Joining in student games. Joining in athletic and board games is fun for both the teacher and students. The atmosphere during games is less structured and the teacher's role becomes that of equal participant rather than director. It also gives students an opportunity to show skills and talents which may be more advanced than the teacher's.

Discussing report cards, projects, or students' behavior. This is a very important and valuable activity in which to engage students and should be undertaken in a serious and friendly manner. Discuss with the students' ideas on what the criteria for evaluation should be. Many students do not evaluate this at all. Compare the criteria by which teachers do evaluate their work. Then go through the criteria with them and give them the opportunity to evaluate their work and discuss ideas for improvement. It finds that most students take this very seriously and will be very hard on them. Be sure to point out positive aspects of their work which they may not see or may be hesitant to verbalize. This activity helps students to take more ownership and

develop more of a sense of responsibility in their work. (Jones, V. & Jones, L.S. 1986)

Marzano, (1992) stated that for students to learn, they need a positive atmosphere and a positive attitude toward learning. This is the first dimension of learning, and without a positive attitude, learning is inhibited. Teachers are responsible for setting the stage on that first day of school.

Classroom communication and building rapport with students are two important attributes that teachers need to utilize (Davis, 1998). Davis revealed a detailed list of helpful hints for building rapport with students:

1. Learn students' names quickly
2. Be willing to see students outside the classroom
3. Be attentive and sympathetic to students
4. Take at least one class period, or parts of two or more, to dispense with the course material and discuss a subject such as professional ethics or your own experiences.
5. Solicit and respond to midcourse feedback
6. Provide food during special occasions in class or for an end-of-term party
7. Understand that relationships with students do not end when the course ends

Building strong teacher-student relationships isn't something that just happens at the beginning of the year - it is an ongoing practice. Make every interaction with students towards getting to know and understand them better. Different people showed suggestion to build teacher-student relationships as follows.

Build trust. Trust is the core of a student-teacher alliance. If a teacher wishes students to join him as members of the community of learning, the teacher must demonstrate to his students that he can be trusted. To connect with our students, the teacher must be willing to reveal a little about ourselves and our motives for teaching. Carl Rogers considered that 'To be yourself, not to play the role of a teacher-but to take the risk of being vulnerable and human and honest'. Gaie Houston (1990) has written that 'the foundation of rapport is to learn yourself enough that you know what style you have and when you are being truthful to yourself.' (Jim Scrivener 1994, p. 8)

Another essential element in building rapport with students is the use of humor. More than jokes and laughter, humor also involves a positive spin on reality as opposed to a negative one. The negative view deals with sarcasm and cynicism, rarely appropriate in any classroom. Sarcasm and cynicism diminish learning, enhance stereotypes, and actually limit a person's perspective. Negative humor, the antithesis of learning, can lead to the perpetuation of closed-mindedness.

Humor is a social skill that helps students (and teachers) cope with stress, enhance his or her sense of well being, alleviate unhappiness, depression, anxiety, and boost self-image. Among the many benefits of humor are the effects on students' physiology and psychology, the stimulation of creative and flexible thinking, the facilitation of learning, and the improvement of interest and attention in the classroom. Although humor-related behavior exceeds all other types of emotional behaviors combined, little research has been conducted into laughter. What are the effects of laughter and humor on teacher and student rapport in high school agricultural education classrooms? If a teacher and his/her students can laugh together, they can most likely work together and plan together as well. Have a sense of humor. Student-teacher rapport humor can be used in a classroom to enhance the atmosphere and general learning environment. Many teachers find that when they tell a joke or a funny story, the students seem to think that they are allowed to take several minutes to indulge in jokes of their own. One solution is to have the students practice the procedure for responding to jokes. The teacher can clarify that it's totally acceptable to laugh and feel good, but that they need to get back to task when the teacher gives a special "post-laugh" hand signal. After they practice responding to the signal, they will be much likely to get back on-task faster in future. (Rick Smith, 2004, p. 94)

Make eye contact with each student-without staring, glaring, or flaring. Eye contact works well when trying to get students attention. For some reason, students cannot make eye contact with the teacher and talk to their neighbor at the same time. Asking students to look at the teacher tends to quiet them immediately. (William and Bryan K. Saville, 2001, pp. 12-13)

Responsiveness .our attitude is always the baseline of what happens. The time we spend initially getting to know students and allowing them to know one another

and us is time well spent. Similarly, being honest, genuine, and responsive sets the tones for productive work. We are not advocating being “the friend” and throwing discipline and structure aside. Students need us to take charge, orchestrate, and lead. Neither we nor they can function in an environment that lacks structure, planning, and leadership. Being a good listener is another important form of responsiveness. (Rhoda J. Maxwell Mary Jordan Meiser, 1998, p. 450)

Flexibility. Planning well is part of teaching well. However, plans are carried out among individuals who hear, respond, and think in unique ways. Every classroom experience is full of surprises, and while teachers need carefully thought-out plans, they also need to be ready to change those plans on a moment’s notice. We can not remove the equivocal nature of teaching, nor would we want to when we consider that our focus is teaching people, not subject matter. (Rhoda J. Maxwell Mary Jordan Meiser, 1998, p. 450)

Teachers that the students feel they can truly trust are sought after for advice, respected by students, and are instrumental in maintaining communication with students long after graduation. This is what teacher-student rapport is all about and is valued as a reward in the education profession.

CHAPTER THREE

METHOD OF THE STUDY

3.1 SUBJECTS

There were 50 Grade 8 students studying at Pammahataisuksa School in the second semester, December 2009. And they were used as the population of the study.

3.2 MATERIALS

A questionnaire was the instrument of this study. The content was determined by the objectives of the study. The respondents were asked to evaluate the draft questionnaires and give some suggestions. Then the questionnaire was refined into the final one before distributing to the subjects.

3.3 PROCEDURES

1. All questionnaires were translated into Thai language.
2. Distribute the final questionnaires to the subjects. The subjects can return the questionnaires back after they finished filling them.
3. Collect and count the questionnaires. Check their completion of all items and cross-check some data to verify the information.
4. Mark the questionnaire number on the top of each questionnaire.
5. Sort the questionnaires into sequence of questionnaire number.
6. Assign codes to the data and type them into a computer.

3.4 DETAILS OF QUESTIONNAIRES

Part 1 includes general information of the students about their sex, ages, education background and experience in learning English.

Part 2 includes their opinions towards teacher's qualities.

- 1) Characteristics of the best teachers
- 2) Characteristics of the worst teachers.

3.5 DATA COLLECTION

The questionnaires were given to 50 students in December, 2009. Fifty questionnaires were returned within a week.

3.6 DATA ANALYSIS

1. SPSS/PC (Statistics package for the social science on personal computer) version 11.5 program was used to analyze the data.

2. The score in the survey is in nominal scale (gender, grade) and interval scale (attitude data).

3. The frequencies and percentage will be used to summarize the demographics data.

4. A four-point Likert-scale was used to collect the attitudes information in learning English.

สำนักหอสมุด

CHAPTER FOUR

RESULT OF ANALYSIS

This chapter reports the results and findings of the study. All the research questions were answered by all the subjects based on the collection of data received from the questionnaire distributed to the subjects. Fifty questionnaires were distributed to fifty subjects. Fifty subjects responded. Opinion ranges were as follows:

MEAN	OPINION
3.26 — 4.0	Strongly agree
2.6 — 3.25	Agree
1.76 — 2.5	Disagree
1 — 1.75	Strongly disagree

4.1 THE RESULTS FROM PART ONE OF THE QUESTIONNAIRE.

Table 1. General information of Grade 8 students, Pamahataisuksa School, Bangkok

Topic	General Information	Number	Percentage
1) Gender	male	28	56
	female	22	44
Total		50	100.0
2) Age	13-14	47	94
	Over 15 years	3	6
Total		50	100.0
3) Years of English study	Below 10 years	10	20
	10-15 years	40	80
	Over 15 years		
Total		50	100
4) Study English with	yes	24	48

native-speaking teacher	No	26	52
Total		50	100
5) Numbers of non-Thai teachers who study with		22	44
	4-6	16	32
	7-9	12	24
	Above 10		
Total		50	100

1. Sex

Most of the respondents (56%) were male (n=28), the rest (32%) were female (n=22).

2. Age

The majority (94%) of the students were in the age of 13-14 years old (n=47). The others were aged over 15 years (6%, or n=3)

3. Years of English study

Almost all of them (80%) had studied English more than ten years but less than 15 years (n=40). Only 20% of the students had studied English less than 10 years.

4. Study English with native-speaking teachers

There were 24 subjects (48%) who had never studied English with native-speaking teachers. More than half of subjects (52%, or n=26) have studied English with native-speaking teachers.

5. Numbers of Non-Thai teachers

Most of the subjects (44%, or n=22) have studied with 1-3 Non-Thai English teachers. Some of them (32%, or n=16) have studied with 4-6 Non-Thai English teachers. And, a few of them (24%, or n=12) have studied with 7-9 Non-Thai English teachers.

4.2 RESULT FROM PART TWO OF THE QUESTIONNAIRE

The Opinions towards teachers' qualities.

1. The opinions towards on characteristics of best teachers

Table 2A The general information on characteristics of best teachers

Characteristics of best teachers	strongly agree		agree		disagree		strongly disagree		total	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1. Teachers have the enthusiasm to teach students.	26	52	23	46	1	2	-	-	50	100
2. Teachers are fair to students.	20	40	26	52	4	8	-	-	50	100
3. Teachers plan their lessons.	17	32	29	58	3	6	1	2	50	100
4. Teachers teach good pronunciation	20	40	21	42	9	18	-	-	50	100
5. Teachers have the ability to answer questions.	23	46	22	44	5	10	-	-	50	100
6. Teachers make the class interesting.	25	50	22	44	3	6	-	-	50	100
7. Teachers correct mistakes of students at the appropriate time.	12	24	32	64	6	12	-	-	50	100
8. Teachers have a sense of humor.	27	54	18	36	4	8	1	2	50	100
9. Teachers have knowledge of their subjects.	21	42	23	46	5	10	1	2	50	100
10. Teachers explain things clearly.	25	50	21	42	4	8	-	-	50	100
11. Teachers spend time to help students.	17	34	30	60	3	6	-	-	50	100

Characteristics of best teachers	strongly agree		agree		disagree		strongly disagree		total	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
12. Teachers treat students like adult.	21	42	22	44	6	12	1	2	50	100
13. Teachers relate well to students.	28	56	20	40	2	4	-	-	50	100
14. Teachers are considerate of students' feelings.	25	50	17	34	7	14	1	2	50	100
15. Teachers don't show favoritism toward students.	25	50	17	34	8	16	-	-	50	100

From Table 2A, the result indicates that 56% (n=28) of the subjects strongly agreed that the best teacher should relate well to students. 54 % (n=27) of the subjects strongly agreed that the best teacher should have a sense of humor. 50 % (n=25) of them agreed that the best teacher should have the enthusiasm to teach students. Half of the subjects strongly agreed that the best teacher should explain things clearly, teachers should be considerate of students' feelings, and teachers should not show favoritism toward students.

Table 2B. The rank of characteristics of best teachers that students agreed

Characteristics of best teachers	mean	S.D	opinion	rank
1. Teachers have the enthusiasm to teach students.	3.48	0.544	Strongly agree	2
2. Teachers are fair to students.	3.32	0.621	Strongly agree	
3. Teachers plan their lessons.	3.24	0.657	agree	
4. Teachers teach good pronunciation	3.22	0.737	Strongly agree	
5. Teachers have the ability to answer questions.	3.36	0.663	Strongly agree	5
6. Teachers make the class interesting.	3.44	0.707	agree	3

Characteristics of best teachers	mean	S.D	opinion	rank
7. Teachers correct mistakes of students at the appropriate time.	3.12	0.594	agree	
8. Teachers have a sense of humor.	3.42	0.731	strongly agree	4
9. Teachers have knowledge of their subjects.	3.28	0.730	strongly agree	
10. Teachers explain things clearly.	3.42	0.642	strongly agree	4
11. Teachers spend time to help students.	3.26	0.565	strongly agree	
12. Teachers treat students like adult.	3.26	0.751	strongly agree	
13. Teachers relate well to students.	3.50	0.614	strongly agree	1
14. Teachers are considerate of students' feelings.	3.28	0.858	strongly agree	
15. Teachers don't show favoritism toward students.	3.30	0.763	strongly Agree	

Table 2B shows that most students considered that teachers relate well to students ($x=3.50$) is the top characteristic of best teachers. The other four top ones are that teachers have the enthusiasm to teach students ($x=3.48$), teachers make the class interesting ($x=3.44$), teachers have a sense of humor ($x=3.42$), teachers explain things clearly ($x=3.42$), teachers have the ability to answer questions ($x=3.36$), teachers don't show favoritism toward students ($x=3.30$). The rest of the items are at the strongly agree and agree level.

Table 3A. The general information on characteristics of worst teachers

Characteristics of worst teachers	strongly agree		agree		disagree		strongly disagree		Total	
	NO.	%	NO.	%	NO.	%	NO.	%	NO.	%
1. Teachers are dull/have a boring class.	21	42	25	50	4	8	-	-	50	100
2. Teachers don't explain things clearly.	8	16	34	68	8	16	-	-	50	100
3. Teachers show favoritism toward students.	16	32	23	46	10	20	1	2	50	100
4. Teachers have a poor attitude.	3	6	8	16	19	38	20	40	50	100
5. Teachers expect too much from students.	7	14	18	36	17	34	8	16	50	100
6. Teachers don't relate to students.	20	40	17	34	6	12	8	16	50	100
7. Teachers give too much homework.	4	8	13	26	22	44	11	22	50	100
8. Teachers are too strict.	5	10	14	28	22	44	9	18	50	100
9. Teachers don't give help/individual attention.	4	8	13	26	20	40	13	26	50	100
10. Teachers lack control.	9	18	11	22	15	30	15	30	50	100

The result of Table 3A indicates that 42% of the subjects strongly agreed that an important characteristic of worst teachers is “teachers are dull/have a boring class.”

36% of the subjects agreed that the worst teachers show favoritism toward students.

34% of subjects agreed that the worst teachers don't relate to students.

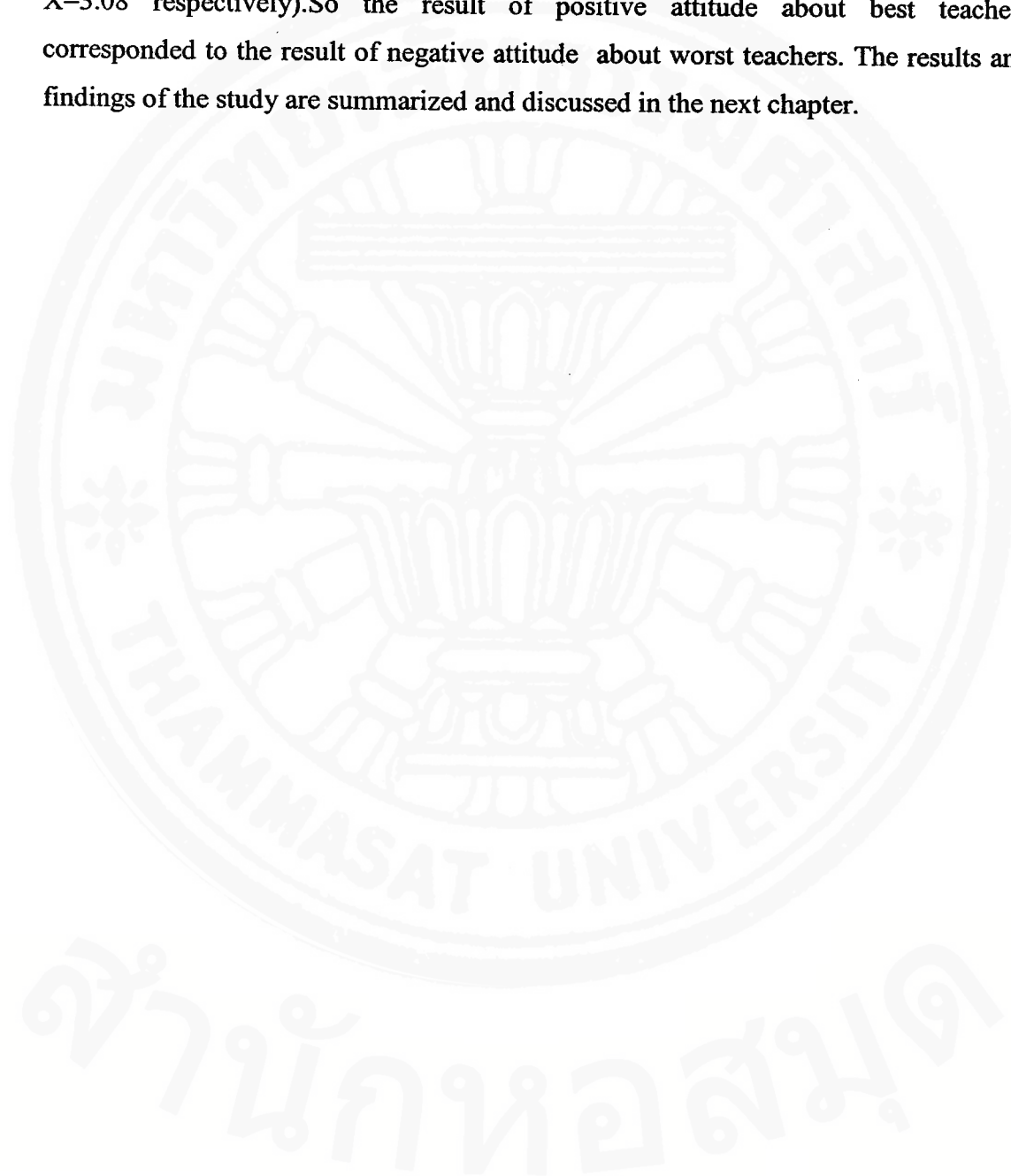
Table 3 B. The rank of characteristics of worst teachers that students agreed

Characteristics of worst teachers	mean	S.D	opinion	Rank
1. Teachers are dull/have a boring class.	3.34	0.626	strongly agree	1
2. Teachers don't explain things clearly.	3.0	0.571	agree	3
3. Teachers show favoritism toward students.	3.08	0.778	agree	4
4. Teachers have a poor attitude.	1.86	0.904	disagree	
5. Teachers expect too much from students.	2.56	0.907	agree	
6. Teachers don't relate to students.	3.28	0.573	strongly agree	2
7. Teachers give too much homework.	2.20	0.880	agree	
8. Teachers are too strict.	2.30	0.886	agree	
9. Teachers don't give help/individual attention.	2.16	0.911	disagree	
10. Teachers lack control.	2.28	1.088	disagree	

According to the research, the mean scores shown in Table 3B indicated that Pamahataisuksa School Grade 8 students strongly agreed that the number one characteristics of worst teachers is teachers are dull/have a boring class ($x=3.34$). Also, "teachers don't relate to students", and "teachers show favoritism toward students" were at a high level ($x=3.28$, and $x=3.08$ respectively). The mean of "teachers don't explain clearly" was at a moderate level ($x=3.0$).

In contrast, concerning the mean of students' belief in characteristics of best teachers, teaches relate well to students was the highest ($x=3.50$). Teachers have the enthusiasm to teach students, teachers make the class interesting, teachers explain

things clearly and teachers have the ability to answer questions were at a high level. And the mean of students' consideration in characteristics of worst teachers shows that "teachers don't relate well to students" and "teachers show favoritism toward students were considered the top characteristics of worst teachers" ($X=3.28$, and $X=3.08$ respectively). So the result of positive attitude about best teachers corresponded to the result of negative attitude about worst teachers. The results and findings of the study are summarized and discussed in the next chapter.



CHAPTER FIVE

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF STUDY

5.1.1 Purpose of the study

This study aimed to find out the importance of a teacher's rapport with L2 learners, and provide useful information for teachers to adjust and improve English teaching styles and techniques. This study is also beneficial for administrators to deal with the problems in English teaching.

5.1.2 Subjects, instruments and procedures

The subjects of the study were Grade 8 students at Pamahataisuksa School. The number of the subjects was 50. For collecting the data, questionnaires were divided into two parts: part one was subjects' general background information, including the general information of the students about their sex, ages, education background and experience in learning English. Part two was opinions towards teachers' qualities: 1) Characteristics of the best teachers 2) Characteristics of the worst teachers. The questionnaires were given to 50 students in December, 2009. Fifty questionnaires were returned within a week. For subjects' background information, 56% were male and 44% were female. The majority (94%) of the students were in the age of 13-14 years old. 80% students have been learning English for 10-15 years. 52% of the students studied English with non-native speaking teachers. And most of them studied English with 1-3 non-Thai English teachers. For data analysis SPSS/PC (Statistics package for the social science on personal computer) version 11.5 program was used to analyze the data. The score in the survey is in nominal scale (gender, grade) and interval scale (attitude data). Frequencies and percentage were used to summarize the demographics data. The four point likert-scale was used to collect the information about attitudes regarding rapport in learning English.

5.2 DISCUSSION

5.2.1 Characteristic of best teachers

According to the findings, the respondents strongly agreed with items 14 and 1 which had the highest means of 3.50 and 3.48 respectively. It shows that the best teachers should relate well to students, have a sense of humor, have an interesting teaching style and have the enthusiasm to teach students. Students believed the characteristics of best teachers (out of 15 qualities) were teachers explain things clearly and teachers are considerate of students' feelings, teachers don't show favoritism toward students. The other items were on "agree" level. However, such items as teachers should correct mistakes of students at the appropriate time, teachers should have good pronunciation, and teachers should plan their lessons, were among the items with the lowest ranking responses.

5.2.2 Characteristic of worst teachers

40% of the subjects strongly agreed that the main characteristic of worst teachers is the teachers are dull or have a boring class. 34% of subjects agreed that the worst teachers don't relate to students. 32% agreed that the worst teachers show favoritism toward students. Item 1 (teachers are dull or have a boring class) had the highest mean of 3.34. Item 6 (teachers don't relate to students) had the second high mean of 3.28. Item 3 (Teachers show favoritism toward students $x=3.08$) was the third. Teachers don't explain clearly ($x=3.0$) was ranked the fourth.

According to these responses, the students lean towards "agree" that having a boring class, not relating to students, and showing favoritism toward students, were the obvious characteristics of the worst teachers.

5.3 CONCLUSIONS

This study intended to find out the importance of a teacher's rapport with the L2 learners of Grade 8 at Pamahataisukasa School. The findings from the study showed that the relationship within the classroom is strong and deep and communication between people is open and honest. The students want teachers who relate to them and have humor in teaching. The study also shows that students were more concerned that classes should be interesting, and three of the top qualities are

concerned with the relationship of teacher and student. The study shows that most often mentioned were the teacher's rapport with

the students and the teacher's personality. It is clear that a teacher's rapport with students plays an important role in language learning.

5.4 RECOMMENDATIONS FOR FURTHER RESEARCH

The study was limited to L2 learners in Grade 8 at Pamahataisuksa School. Therefore further research should be done. On the basis of this study, it is suggested that further investigation should be conducted in the following areas.

1. A full scale study should be conducted to see whether the findings obtained through this study can be generalized.
2. A study should be carried out to see how teachers improve the rapport between the students.

THANMASAT UNIVERSITY
สำนักหอสมุด

REFERENCES

- Buskist, W. Saville, B. (2001). *Rapport-building for enhancing teaching and learning*. [Electronic version]. *APS Observer*. 14 (3).
- Davis, R. H. (1998). *Helpful hints for effective teaching*. *Chemical Engineering Education*, 28 (4), 280.
- Fisher, J. (2001, February). *The relationship is everything*. *The Teachers.Net Gazette*. Retrieved January 13, 2010, from <http://teachers.net/gazette/FEB01/fisher.html>.
- Fleming, Neil. (2003). *Establishing rapport: personal interaction and learning*. *Idea Center* (39). Retrieved January 15, 2010, from http://www.idea.ksu.edu/papers/Idea_Paper_39.pdf
- Jeremy Harmer (1992). *The Practice of English Language Teaching* (PP5, pp 249).
- Jim Scrivener 1994, *Learning Teaching*, the teacher development series editor: Adrian Underhill (PP 7, PP 8).
- John W. Santrock. (2004). *Educational Psychology*, the second edition. McGraw- Hill Higher Education. pp12-14.
- Marzano, R. J. (1992). *A different kind of classroom: Teaching with dimensions of learning*. Alexandria: Association for Supervision and Curriculum Development.
- Marzano, R. (2003). *Classroom Management that Works*. Alexandria, VA: ASCD.
- Merriam-Webster Dictionary (1984). Webster's ninth new collegiate dictionary. Merriam-Webster Inc. Springfield, Massachusetts, U.S.A.
- Rick Smith. (2004). *Conscious Classroom Management*, (pp. 94).
- Rhoda J. Maxwell Mary Jordan Meiser. (1998). *Teaching English in Middle Secondary Schools*, the second edition, pp. 450.
- Rusch, M., & Dean, D. (1993). *Motivating students across ability levels*. *The Agriculture Education Magazine*, 66 (8), 4.
- Spiegel, J. (1994). *Flirting for success: The art of building rapport*. New York: Warner Books, Inc.

Wittler, P.S.H. & Martin, M.H. (2004). Student and teacher rapport: An essential element for effective teaching. *The Agriculture Education Magazine*, 76(5), 16-18. Retrieved October 4, 2010, from Pro Quest Education Journals database. (Document ID: 617603431).

William and Bryan K. Saville (2001) “*Rapport-building: creating positive emotional contexts for enhancing teaching and learning*”. Auburn university.*APS Observer*. pp. 12-13, 19 Retrieved December 28, 2009.



Appendix A

Questionnaire (English version)

Part I: General information

Please fill out the appropriate column that best expresses your opinion on the following general information.

1. Gender _____
2. Level _____
3. Age _____
4. Total years of studying English
 Less than 10 years () 10-15 years () more than 15 years ()
5. Have you been studying with native English teacher? Yes _____ No _____
6. How many native English teachers did you study with?
 1-3 () 4-6 () 7-9 () More than 10 ()

Part II: Attitude toward the teachers

Please choose an appropriate answer by putting "x" under the number which has the significant as stated below:

4. Strongly agree
3. Agree
2. Disagree
1. Strongly disagree

A. Characteristics of best teachers

Characteristics of best teachers				
	4	3	2	1
1. Teachers have the enthusiasm to teach students.				
2. Teachers are fair to students.				
3. Teachers plan their lessons.				
4. Teachers teach good pronunciation				
5. Teachers have the ability to answer questions.				
6. Teachers make the class interesting.				
7. Teachers correct mistakes of students at the appropriate time.				
8. Teachers have a sense of humor.				
9. Teachers have knowledge of their subjects.				
10. Teachers explain things clearly.				
11. Teachers spend time to help students.				

12. Teachers treat students like adult.				
13. Teachers relate well to students.				
14. Teachers are considerate of students' feelings.				
15. Teachers don't show favoritism toward students.				

B. Characteristics of worst teachers

Characteristics of worst teachers				
	4	3	2	1
1. Teachers are dull/have a boring class.				
2. Teachers don't explain things clearly.				
3. Teachers show favoritism toward students.				
4. Teachers have a poor attitude.				
5. Teachers expect too much from students.				
6. Teachers don't relate to students.				
7. Teachers give too much homework.				
8. Teachers are too strict.				
9. Teachers don't give help/individual attention.				
10. Teachers lack control.				

THANMASAT UNIVERSITY
 สำนักหอสมุด

Appendix B

Questionnaire (Thai version)

แบบสอบถาม

ตอนที่1 ข้อมูลทั่วไปเกี่ยวกับผู้ตอบแบบสอบถาม

1. เพศ.....
2. ระดับการศึกษา.....
3. อายุ.....
4. ท่านเรียนภาษาอังกฤษมาแล้วเป็นเวลานานเท่าไร
น้อยกว่า 10 ปี () 10-15 ปี () 15 ปีขึ้นไป ()
5. ท่านเคยเรียนกับผู้สอนที่ไม่ใช่คนไทยหรือไม่ เคย() ไม่เคย ()
6. ท่านเคยเรียนกับผู้สอนที่ไม่ใช่คนไทยมาแล้วกี่คน
1-3 คน () 4-6คน () 7-9คน () มากกว่า10คน ()

ตอนที่2 ข้อมูลเกี่ยวกับทัศนคติของผู้เรียนที่มีต่อผู้สอนในการเรียนภาษาอังกฤษ

4=เห็นด้วยอย่างยิ่ง 3=เห็นด้วย 2=ไม่เห็นด้วย 1=ไม่เห็นด้วยอย่างยิ่ง

A. ลักษณะของผู้สอนในเชิงบวกที่มีผลต่อผู้เรียนภาษาอังกฤษ

คำถาม	ระดับความคิดเห็น			
1. ท่านคิดว่าผู้สอนมีความกระตือรือร้นในการสอน	4	3	2	1
2. ท่านคิดว่าผู้สอนมีความยุติธรรมในการสอนกับทุกคน	4	3	2	1
3. ท่านคิดว่าผู้สอนมีการแผนการสอนไว้แล้ว	4	3	2	1
4. ท่านคิดว่าผู้สอนออกเสียงได้อย่างถูกต้อง	4	3	2	1
5. ท่านคิดว่าผู้สอนมีความสามารถในการตอบคำถามได้ดี	4	3	2	1
6. ท่านคิดว่าผู้สอนสามารถช่วยทำให้เกิดความน่าสนใจและเข้าใจในการเรียนได้ดี	4	3	2	1
7. ท่านคิดว่าผู้สอนสามารถแก้ไขความผิดพลาดของผู้เรียนได้อย่างเหมาะสมกับเวลา	4	3	2	1
8. ท่านคิดว่าผู้สอนต้องสามารถทำให้มีอารมณ์ขัน	4	3	2	1
9. ท่านคิดว่าผู้สอนต้องสามารถให้ความรู้ตามวัตถุประสงค์ที่ตั้งไว้	4	3	2	1
10. ท่านคิดว่าผู้สอนต้องสามารถอธิบายได้อย่างกระจ่างแจ้ง	4	3	2	1

11. ท่านคิดว่าผู้สอนสามารถใช้เวลาได้อย่างดี	4	3	2	1
12. ท่านคิดว่าผู้สอนปฏิบัติต่อท่านแบบใช้เหตุและผล(แบบผู้ใหญ่)	4	3	2	1
13. ท่านคิดว่าผู้สอนสร้างความสัมพันธ์ที่ดี	4	3	2	1
14. ท่านคิดว่าผู้สอนให้ความสำคัญต่อความรู้สึกของผู้เรียน	4	3	2	1
15. ท่านคิดว่าผู้สอนไม่มีความลำเอียงต่อผู้เรียน	4	3	2	1

B. ลักษณะของผู้สอนในเชิงลบที่มีผลต่อผู้เรียนภาษาอังกฤษ

1. ท่านคิดว่าผู้สอนทำให้เกิดความน่าเบื่อในชั้นเรียน	4	3	2	1
2. ท่านคิดว่าผู้สอนอธิบายได้ไม่ชัดเจน	4	3	2	1
3. ท่านคิดว่าผู้สอนมีความลำเอียงต่อผู้เรียนในการสอน	4	3	2	1
4. ท่านคิดว่าผู้สอนมีทัศนคติที่ไม่ดีต่อผู้เรียน	4	3	2	1
5. ท่านคิดว่าผู้สอนมีความคาดหวังต่อผู้เรียนมากเกินไป	4	3	2	1
6. ท่านคิดว่าผู้สอนไม่สนใจที่จะสร้างความสัมพันธ์กับผู้เรียน	4	3	2	1
7. ท่านคิดว่าผู้สอนให้การบ้านมากเกินไป	4	3	2	1
8. ท่านคิดว่าผู้สอนมีความเข้มงวดมากเกินไป	4	3	2	1
9. ท่านคิดว่าผู้สอนไม่ให้ความช่วยเหลือเป็นการส่วนตัว	4	3	2	1
10. ท่านคิดว่าผู้สอนขาดการควบคุมในการสอน	4	3	2	1