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**The Influence of Teacher's Rapport on The EFL Learners'  
Speaking skill**  
**The Case of Second year EFL Students at the university of Tiaret**

Dissertation submitted to the department of English as a partial fulfillment for  
the requirement of the "Master" degree in English didactics

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## ***Dedication 01***

*I would dedicate this work:*

*To all my family, my beloved father who is the reason where I am today*

*To my gorgeous mother for her love, patience and prayers*

*To my dear brothers **Mohamed, Amer and Saddam***

*To my sister whom I am forever grateful for being my side every step the way*

*To my dearest niece **GHOFRANE** and to my dearest nephew **ABDOU***

*To the soul of my dearest brother **Ali** 'Mercy be upon him'*

*To my best friends: **Romaissa and Fatima***

*To all those who help me*

*HAMADI Kheira*

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*First, thanks to Allah for giving me strength to finish this work:*

*To my parents who taught me the value of life and support me*

*To my friends: Roumaissa and kheira for their help whenever was I deed*

*To every teacher who encouraged me, so they really deserve all respect*

*AMANI Fatima Zohra*

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## **Abstract**

The study aims at exploring the teacher-student rapport and its effects on the EFL learners speaking skill development. The hypotheses of this work is that rapport influential on the students' speaking skill and has great impacts, then the EFL teachers do establish rapport in EFL classes to encourage the students to speak, we also hypothesized ways that EFL teachers implement to establish the rapport. In order to realize the objective of the study and to check the validity of hypotheses, a descriptive exploratory study is carried out. The questionnaires were the main data gathering tools, the questionnaires were administered to second year LMD students of English in Tiaret and to English teachers in Tiaret university as well. The findings were shown that good teacher-student rapport impacts positively the students and encourage them to promote their speaking skill.

Key words: Rapport- EFL learners- speaking skill

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**List of abbreviations:**

EFL : English as a Foreign language

ELT: English language teaching

LMD: License- Master- Doctorate

MA : Master/ Magister

PhD : doctor of philosophy

% : Percentage

# *General introduction*

## General introduction

English foreign language teachers always pay more attention to the teaching grammar and vocabulary, and ignores to develop the speaking skill which is in fact very crucial way to communicate and express ideas.

Students of English at Tiaret university often face problems when they attempt to speak. Therefore EFL teachers have to activate the students' speaking skill using several strategies and methods.

Teacher-Student rapport then, is very important strategy to promote students' speaking capacities since it gives the learners the chance to work and communicate with each other, as well improving their oral production; reducing many difficulties and help shy students to interact more in classroom.

This research aims at exploring the extent to which EFL teachers at tiaret university establish the rapport in the classroom and its effects on the students' speaking skill, it also intends to give evidence of the way teachers build positive rapport with the learners to encourage them to develop their oral communicative skills.

In order to explore the effects of rapport on improving the students' speaking skill, it is necessary to ask these questions:

1. Is teachers' rapport influential on the students' speaking skill?
2. To what extent do teachers establish rapport in EFL classes to encourage their students to speak?
3. How do EFL teachers establish rapport with students?

According to the above questions, three hypotheses were formulated:

1. yes, the teachers' rapport is influential on the students' speaking skill and has great impact.
2. teachers do establish rapport in EFL classes to encourage their students to speak.
3. EFL teachers establish rapport with students by being aware of students' needs and interests, show them respect and encourage them to participate in classroom.

In order to reach the intended objectives, two questionnaires were designed to collect data (teachers' questionnaire and students' questionnaire). The choice of population was selected randomly which includes both EFL teachers and second year LMD students of Ibn Khaldoun University. The questionnaire intended to know the teachers' and learners' views and opinions about the implementation of rapport in EFL classes and its effects on developing the students' speaking skill.

This case study research consists of two interrelated chapters, the first chapter reviews the literature on the teacher-student rapport and the speaking skill. In other words, this chapter relates the rapport with the speaking skill. The second chapter concerns with the data collection and description of the instruments that are used in order to acquire the results, also the analysis of the students' questionnaire and teachers' questionnaire. Finally it concludes with recommendations and suggestions for the research.



*Chapter one*  
*Literature review*

## **1.1. Introduction**

the main objective in Teaching English is to assist EFL students promote effective language skills in order to communicate orally in the target language. EFL teachers play the cornerstone in student's language reinforcement since they help the learners to express their ideas naturally, without any hesitations or problems that could break communication. So, it is paramount to develop methods and strategies to reinforce EFL learners speaking abilities. Positive teacher-student rapport is an important strategy that gives students the opportunities to communication in EFL classroom. This chapter is devoted to the literature review, it is organized into two parts, the first part of this research focuses on the concept of rapport, the way of establishing rapport ,rapport as motivational strategy, the positive impacts of teacher, likewise it is deals with both teacher's and learner's roles, the classroom interaction and its types. The second part related to speaking skill and its elements involves the speaking skill importance , its characteristics, in addition to the types and the speaking difficulties.

## **1.2. Teacher-Student Rapport**

In the process of teaching foreign language, there are two major entrants, the teacher and the student. To achieve efficient learning these two entrants interact with each other while the class is conducted. The teacher-student way of interaction impacts the teaching quality. For instance, teachers play crucial role in providing guidance, directions and support to the learners and they must make adjustments as appropriate based on needs and responses from the latter, through this interaction and communication teachers build positive relationship with students, this relationship serves to support learners' development in socio-emotional and psychological skills. This active side of instruction has a strong impact on student's academic upgrowth and general school experience (Cushman & Cowan. 2010. p,95.)

### **1.2.1. Definition of Teacher-Student Rapport**

Rapport in language learning refers to the relationship between the teacher and his learners, teachers try to construct good rapport with their learners in order to afford successful learning environment. According to Harmer (2007) « rapport, in essence, the relationship that students have with students and vice versa» (p.113). By having good relationship with students, teachers can offer to student chances to be motivated to attend classes, participate in discussion and ultimately learn, as well feel engaged in the learning process. Thus students will be occupied actively in the learning instead of being passive learners.

It is teachers' responsibility to build these relationships and create a favorable learning climate, when the student and the teacher communicate more, many ideas will be generated, this helps in a better development towards language learning. According to Hamre *et al.*(2008) Positive interactions between teachers and students adjust to school and promote learning development. Teachers play the key role in the

student's learning improvement and the interaction with students help them in endorsing language learning.

Furthermore, Rapport is particularly difficult challenge as it affects teacher's teaching and student's learning directly, positive rapport can help make both teacher and student feel peaceful and more relaxed with one another, thereby helping to create an environment for enhanced learning. In contrast inharmonious teacher student relationship can make both teacher and student feel frustrated, confused and helpless, which can then negatively impact the classroom environment. Faranda and Clarke (2004) elucidate that rapport in language learning designate to «the ability to maintain harmonious relationships based on affinity». Moreover, Buskist and Savill (2001) describe rapport as «a positive emotional connection», this connection is based on inherent qualities such as knowledge, care, trust, empathy and mutual respect that create supportive environment and support learners to achieve their best.

### **1.2.2 Ways of Establishing Rapport**

Building rapport with students is very important and cannot be overstated, since it gives teachers leadership, presence, influences the learners' behavior and makes them engage in the learning process. For better teaching-learning experiences, EFL teachers use several strategies to establish positive relationship with their students:

#### **1.2.2.1. Students' perception of teacher as good leader and his interaction with them**

Harmer (2007) explains that successful rapport derives from two main elements, the first element is student's perception of the teacher as a good leader and successful professional. EFL learners become more participative when they appreciate that their learners know about profession, so they like what they do, this offers them confidence to occupy in the learning process. The second component relies on the way that EFL teachers interact with their learners. The prospered interaction with students related to these characteristics:

#### **1.2.2.2. Recognizing students :**

Harmer (2007), Dorneyei (2001), and Edge(1993) agree that students want their teachers to know who they are. They should know their names, their learning styles, interests and personalities so they feel pleased and motivated when they realized that the teacher knows things about them.

#### **1.2.2.3. Listening to students:**

EFL teachers need to pay attention to what students say and do in the class and make them feel that the teacher cares about them, this can be very stimulating and leads to interested attitude that will help their learning of the target language.

#### **1.2.2.4. Respecting students:**

Harmer(2001) mentions that respect is an essential element for building rapport and dealing with any kind of problem behavior; that is, responding to the students' misbehavior in a calm manner and not criticize the personality of the student, but the behavior to not make them look worthless in front of the whole class. teacher. therefore EFL teachers need to be careful when correcting their students, respect their ideas, taking into consideration their learning styles and preferences, so they do not feel discouraged or offended when giving feedback.

#### **1.2.2.5. Mims and gestures:**

The use of eye contact, mimics and gestures are also believed to help the teacher establish rapport with students. When the teacher and the student establish eye contact, then the real communication starts; a teacher who never believed students in the eye seems to lack confidence and gives students sense of insecurity(Gower and Walter,1983). Facial expression and eye contact can play a major role in inverting teacher's confidence, show interest and attention toward students' talk, as well encourage students to participate in classroom.

### **1.3. Maintaining the Rapport**

The EFL teachers need to find the most adequate strategies to be fulfilled in the classroom for the sake of maintaining the rapport. Dorney (2001,p.38) recommends activities to teacher such us: greet student ;remember their names; show regard and interest of the students' appearance; create with them conversations outside their field of study; show concern in their hobbies.

Buskist & Saville (2001) add some strategies: teach with enthusiasm and passion; incorporate humor into lesson; encourage classroom discussion; make eye contact without, glaring and with all the students without expectation; partake personal sights and experiences with the students and keep smiling ever.

#### **1.3.1. Rapport as motivational strategy:**

Rapport has acquired more significance in language teaching in recent years. There have been many studies in different context conclude that rapport can motivate students to reach their learning goals.

EFL teachers must create a pleasant and comfortable atmosphere in the classroom, show learners how enthusiastic they are for teaching them and how they care about them because learners prefer and appreciate teacher who remembers their names and respect their individuality more than teacher who believes that explanations and constant language practice are more important for the student's needs, consequently, teachers can monitor learners progress and recognize their efforts and achievement. Dorney (2001) stated that «Teachers who share warm, personal interactions with their students, who respond to their concern in an emphatic

manner and who succeed in establishing relationships based on trust and respect with the students, are more prospective to spirit them in academic matters than those who have no ties with the learners »(p36.)

Being a significant part of the classroom environment, teachers obviously affect both student's motivation in learning and their academic attainment. Students will be eager to learn if the teacher fits the students with the suitable conditions in the classroom and utilizes motivational teaching strategies(Dorney2001).

Dorney and Otto (1998),as cited in Schmitt(2013), offer a model where motivation can be worked as frame work within the EFL classroom, and rapport is involved in the model, first teacher should create a motivational circumstances by establishing positive rapport, then generate students, motivation, after that maintain that motivation, finally encourage positive self-evaluation.

### **1.3.2. Teacher's and learner's roles**

Teacher's role is vital in autonomous learning and for that reason can never be ignored. The learner has the responsibility to make decisions and take charge of their learning, but without teacher guidance and supervision, the whole process will result in low efficiency or ever fall into disorder.

#### **1.3.2.1. Teacher's roles**

##### **1.3.2.1.A. Facilitator**

The one who acts as a guide for his learners, simplifies the conditions and the management path for them without holding the whole knowledge processing. The facilitator teacher offers necessary enlightenment and assistance; encourage the learner to put plan and objectives. This kind of teacher is an eliciting one, through guidelines and proving an appropriate atmosphere for learners, or rather supplies with the mentoring conditions that render the learning process easier. As affirmed by Einstein (1981):"I never teach pupils, I only attempt to provide the conditions in which they can learn".(Quoted by Walter & Marks.P,.1.)

##### **1.3.2.1.B. Interposer**

This role is played when the teacher interpose within the interactional learning environment for more stimulation of learners thinking, in order to avoid a truncated learning process. The objective is reaching an autonomous state that is the key target of the learners, as an initiative to self-control or monitoring, rather than being fully controlled or monitored by their teacher.

##### **1.3.2.1.C. Motivator**

This role is played when the teacher stimulates the learners' interest and enthusiasm, encourages them to use English as daily communicative and motivates learners to participate in communicative activities, also gives them love and passion

to learn in order to make them feel ease and enjoy their learning. This can be done through positive behavior sampling for maintaining an inviting learning environment.

Another significant standard is to enhance positive attitude towards the foreign culture .At this stage it necessary to develop some skill to identify similarities and manage space and time dimensions distancing one's culture from the target language. This can promote motivation that enhances autonomy within and among learners.

#### **1.3.2.1.D. Empathetic**

The teacher's physical appearance and behavior is very paramount, so it should be taken into consideration. The teacher is required to put his troubles, personal worries or unhappy cases, tiredness and disgust aside. These items can be the source or de-motivation, and they can have negatives effects on learners' tendency to learn. Because the majority of learners care and consider their teacher's feeling and attitudes towards the job he is fulfilling. Learners can easily affected by their teacher's reaction towards classroom, schools elements or atmosphere.

#### **1.3.2.1.E. Manager**

It implies that, the teacher should plan lessons, organize tasks and activities according to the time allowance, then act as agent of change to depict strength and weaknesses in the implementation of teaching procedures. Then diagnose difficulties encountered by the learners, and later prescribe remedies according to the learners requirement.

Moreover, the teacher is required to possess certain flexibility with the repertoire of techniques to cope with the unexpected events, and take into consideration the conditions of the interactional classroom environment.

#### **1.3.2.2.Learner's roles**

##### **1.3.2.2.A Knowledge processor**

Learners are supposed to be as observers in applying and refining, by means of reflection on their multi-situational practices via a set of activities. Another important ingredient is the learning process progress is language awareness, it requires knowledge and mastery of language operation, in addition to it emotional impacts as well as that concerning thoughts.

The awareness of language concerns also diversity of learning tasks, this can be the source of interests and stimulating for the learner. The latter expected to be the knowledge provider according to his interests, instead of looking and investigating ways and strategies to access the knowledge, they would rather be concerned with new ways and tenets how to process information in an autonomous way.

##### **1.3.2.2.B Problem solver**

The main purpose of learning is to provide the learners with the adequate abilities to act effectively and actively as problem-solver agents, apt to respond adequately to real language use context. This beholds a need of language system control acquisition and mastery of immediate communicative use. This is achieved through rising that curiosity and joy wonder about things and facing challenges, self monitoring, questioning facts and new offered knowledge with a certain moment of freedom and state of being self confident.

The availability of these ingredients enables the learners to become competent enough to carry on their learning with self-questioning of the learning progress. Also learners are prospective to see classroom and outside world difficulties or challenges as learning opportunities.

#### **1.3.2.2.C. Performer**

Meta-cognition is significant part of autonomous learners as they develop a certain awareness of their process i.e. learning while learning. This requires a cognizable learning in form of recognition of the learning elements by acquisition of the ability to take control over the process of learning the target language. This manifested through holding a position in sort of decisions taking concerning learning content or topic, as they become important elements or agents who are no more disregarded

#### **1.3.2.2.D. Self Assessor**

At the end of learners' performance typically, teachers are expected to provide a clear report in form of assessment, but this may remain incomplete as it can miss some learning fact. For an efficient learning process, learners are assumed to contribute in, hence they are supposed to play the role that was done by their teacher i.e. assess themselves . Thus this can be done by controlling their fulfillments, they can be more conscious of what they have learnt so far and what they could not do. By offering them this self-reflective process, their awareness would be developed and their learning is enhanced, as it is logically connected to their autonomy.

### **1.4. Teacher positive impacts**

Teacher has a positive impacts and effectiveness on students achievement which can be noticed on three essential components: physical, moral and psychological categories.

#### **1.4.1. Physical impacts**

##### **1.4.1.1. Teacher physical appearance**

According to Myrs (2005) "Good looks are great asset"(p.432), the teacher physical appearance has a significant role to make classroom environment more effective, when a teacher is being perspective as physically attractive, has a good way

to make learners interesting and attend in class, as well has a wide range of positive background and outcomes. This can absolutely create a positive effects on students achievement.

#### **1.4.1.2. Teacher gestures and behavior**

Gestures and cueing are important when the student does not understand what the teacher wants them to do when given direction or explain the syllabi. An effective EFL teacher uses his body to convey information, make students familiar with the knowledge transmitted and make the class run much more smoothly. As a result learners will be more attentive, communicating, understanding and participating during the lesson.

#### **1.4.1.3. Teacher proximity and voice**

Teachers' nearness to learners can play a crucial role in the involvement in the classroom environment. Ibid (2001) declared that Teachers should consider how close they want to be to students they are working with". So teachers who keep the distance from their students exhibit a sign of superiority and authority . Furthermore proximity can be employed by the teacher to manage the classroom.

In addition the way the teacher talks include their tone of voice has a definite effects on students learning, the teacher can use his voice to make students listened and concentrate during the lesson and restore the information in their memories.

#### **1.4.2. Moral impacts**

Teachers has a big effectiveness on the students especially when they use their knowledge, background and values to make their learners imitate their teacher knowledge. Moral education of teacher helps students acquire several virtues and moral habits that help them in their learning and lives. Meyer(2005) proclaimed that "teachers can change lives with just the right mix of chalk and challenges" .

The moral values of teacher can influence students to learn how values are embedded in education, assist them to create their own thought and values by themselves and discover more the language. Moreover, teaching values make them good citizens and parents for future roles in the society.

#### **1.4.3. Psychological impacts**

Harmer and Pianta (2001) stated that "positive teacher-student relationship are classified as having the presence of closeness, warmth and positivity, Teacher can impact the psychological part of students by his reactions ,interactions and behavior. The teacher who interacts with his students, respect them in front of their classmates, build good relationships with them as well, help students to ignore their fear and stress and expressing their aspiration freely. Furthermore, Teacher expectations on



students stimulate the latter to be on those expectations and perform in a better way to improve their own skills and abilities.

### **1.5. Classroom interaction**

Good interaction between teachers and students will create positive relationship in the classroom and contribute to efficient learning, good teachers can make changes in student's behavior and understand the needs and wants of the students in the classroom. Conducive classroom environment emphasizes cooperation and openness between teachers and students , students and students . Allright and Baily (1991) hold that interaction is something people can do together i.e collectively.

Therefore, interaction is needed during the learning process since it maintains communication to happen in the classroom and helps the teaching and learning process run smoothly. When the teacher and students, students and students' interaction happen, the instruction will reach the target and the gap between teacher and students in the classroom will disappear. As well the interaction with the environment will motivate the students' senses and encourage them to learn In innovative way. Moreover helps them to be capable enough to think critically and share views among their peers.

Furthermore, the interaction in the classroom creates opportunities for classroom community to promote knowledge and skills .The speaking skill is the most demanded skill to be mastered by vast the majority of EFL learners.

#### **1.5.1. Types of classroom interaction**

Classroom interaction has two essential types: teacher-learner interaction and learner-learner interaction. It happens between the teacher and his learners or between the learners themselves, individually or in group according to the communicative situation.

##### **1.5.1.1. Learner-Teacher interaction**

It occurs between the teacher and one learner or many other learner, that is to say, the teacher takes part as the role model in the classroom and takes part in the teaching learning process .The interaction in activities when the teacher negotiate with his learners the content of the course , asks questions , gives information, corrects mistakes, gives direction , criticizes or justifies student' talk responses.

In teaching speaking class, the teacher uses some methods to make students speak up in the classroom by asking them to describe something through giving words and asking them to describe it orally, this help them to enhance their speaking skill. Or asking them to make sentences using words displayed by the teacher and by the support of the latter, students kept speaking up and asking to the teacher if they find difficulty in speaking. Brown (2001) recommends "teacher talk should not occupy the

major proportion of a class hour; otherwise, you are probably not giving students enough opportunity to talk”(p.99.)

### **1.5.1.2. Learner-Learner interaction**

Occurs among learners, either in groups called learner-learner interaction or in pairs called peer interaction, the teacher plays the role of a monitor and the learners are the main participants. The English teacher uses methods to enhance student’s speaking skill through debates, work in peers and discussion.

Johnson (1995) supports that if learner-learner interaction is well structured and managed then it can be an important factor of cognitive development, educational achievement of students and emerging social competences. It can be develop the learners abilities to work collaboratively, So learners will establish social relationship through this kind of interaction, where the sense of learning community is promote and isolation is reduced in the classroom.

## **1.6. Speaking skill**

Speaking skill is one of the most important skills to be developed and enhanced as means of effective communication ,which aims at developing learner's abilities in producing oral discourse ,has different meaning according to each teacher's and author's point of view .Hedge(2000,19987,p.5).Speaking skill as Lado puts it as the ability to express oneself in life situation or the ability report act of situation or phrase words. This shows that the teacher's first task in teaching speaking is to encourage the student to express their ideas and feelings freely and motivating them to be involved in constant practices of English communication.

### **1.6.1. Definition of speaking skill**

There are a lot of definitions of the word “speaking” that have been suggested by the researchers in language learning. In Webster New world Dictionary speaking is to say words orally to communicate as by talking to make a request and to make a speech,(Nunan,1995)..(Chanzy,1998) defines speaking as “the process of building and sharing meaning trough the use of verbal and non-verbal symbols in a variety of context” means that speaking is the most important skill among the other without speaking there would be no communication, Moreover (Brown,1994) and Burns and Joyce (1997)defined speaking as an interaction process of making meaning that include producing, receiving, and processing information. Bygat(1987) defined speaking as the production of auditory signals to produce different verbal responses in listeners. It is regarded as combining sounds systematically to form meaningful sentences

According to Brown(1994) different factors are involved in speaking ,the first one to emphasize is that this human ability is an interaction process ,Its form and

meaning depend on the participant ,their previous experience ,the physical setting and the purpose of speech .Moreover ,at the level of utterance or the spoken presentation of sentences .this produced speech goes utterance opposite to word by word with the same rhythm from the part of interlocutor ,in addition this process takes place in real tone and also described to be linear ,so this follow a certain permanent series of stages ( words follow words an phrases follow a phases (Thornbury,2005).In addition (Cara and Knight,2000 ;261) declared that is the ability to performance and produce the oral language than use it in the correct context and various situation with other speakers of the same language ,than to choose the right expressions in order to use it with different events .This later is a productive skill of regarding and organizing all elements of language together to perform and put up the intended message ,also Brown(2001,267) cites that when same one can speak a language It means that he can carry on a conversation reasonably competency ,in addition he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interaction discourse with other language speakers .

### **1.6.2. Importance of speaking skill**

Humans are programmed to speak before they learn to read and write and one of these abilities is highly needed to perform a conversation which is speaking. In English as foreign language (EFL) environment, teachers try to enhance the speaking capacities of their students because these are the fundamental elements of language learning which require an important place in the communication skill. According to Bygate (1987) "speaking is a skill which deserves attention as much as literary skills in both native and foreign language". Students of EFL classes believe that the purpose behind studying a second language is to use it in their daily life to communicate with each other and for this reason learners must practice the target language all the time as much the learners speak this language the better they will be fluent speakers of it ; as Vegacely (2007,p.15) writes that "speaking fluently of course involves speaking easily and appropriate" This means when learners speak this language well, they will be fluent speakers.

Moreover, speaking skill is the only efficient tool to help EFL learners to achieve their goals of learning a foreign language , the speakers of any language need to be specially and purposefully trained in this later ; as Forest claims "I am a writer of book in retrospect ,i talk in order understand ,i teach in order to learn". In other words, in order to construct a clear thinking, students should be speak very well.

In addition, an effective speaker can gain the attention of the audience and hold it till the completion of his message. Also plays a very important role in enhancing one's personal life and gives learners the ability to express one's thoughts opinions and feelings in the form of words put together in meaningful way ,then in order to become a well sounded communication we need to be proficient in each of the four skills especially speaking skill.

Celce-Murcia (2001,p.203) argues that "the ability to speak a language synonyms with knowing that language since speech is the most basic means of human communication". So, most of people consider speaking and knowing the language as a synonyms . As we all know there are many advantages of speaking skill ,so the instructor must provide the speakers with the most important ones ,Ur(2000,p.12) reports that :

Of all the four skills (reading, writing speaking and listening) Speaking seems intuitively the most important, people who Know a language are referred to as « speakers » of the language As if speaking included all other kinds of knowing.

Speaking skill is so important in both inside and outside classroom and is considered as a tool by which speakers of foreign language have more opportunities to set jobs ,Baker and Westup (2003,p.5) support this idea and posit that "a student who can speak English well may have greater chance for further education of finding employment and gaining promotion". In addition, this process enables individuals to produce sentences for real communication, in other word, they actually like to communicate in language to get specific objectives (Mc Donough ,& Shaw ,1993).Brown (1994) considered speaking as the most challenging skill for students because of the set of features that characterize oral discourse :

\*constructions, vowel reductions and elision .

\*the use of slang , idioms and stress ,rythm and intonation .

To sum up, there are numerous daily life situations where people need speaking such as talking to someone face to face or communicating through phone ,meetings or discussing with their friends. According to Mc Donough and Shaw (2002,p.126) " In many context speaking is often the skill upon which a person is judged at face value". This means that from our speaking we can value our language competence rather than other language skill.

### **1.6.3. Characteristics of Speaking Skill**

Speaking represents a real challenge to most language learners. Some people think that the ability to speak shows the competence of a person in language mastery. Moreover, speaking is an important skill which must be practiced more in order to be fluent in the target language. So, students should know the most important criteria of speaking which include accuracy and fluency

#### **1.6.3.1 Fluency**

Speaking fluency refers to the ability to produce the spoken language " without pausing or hesitation" (Skehan 1996,p.22). Also Richard (2006) points out that fluency is the use of natutains accuring language when a speaker engages in meaningful communication which would be clear and comprehensible in spite of limitation in one's communicative competence. In other words, Hamer(2015)

mentions that fluency refers to giving more important on the content of speech to express our opinions to other as effectively as possible.

Furthermore , Bialy (2003) says that when a speaker uses a language quickly and confidently with limited hesitation...In addition, Hedge (2000) puts the fluency development in to the characteristics list of communicative in order to being a successful English speaker Moreover, fluency is a concept which is related to a learner's language proficiency (chambre 1997). If a speaker can transfer the information smoothly and the listener can get the point regardless of the grammar rules ,he uses it right or not, also he will be regarded as a fluent speaker (Günter, 2011).

Fluency in speaking is the aim of many language learners, only a small number of pauses are signs of fluency. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message. Houssen and pierrad(2005,p.12) argue that fluency is " the degree and distribution of hesitation marks (pauses, incomplete words , repairs) in the learners' utterance.

### **1.6.3.2. Accuracy**

Nowadays, most foreign language teachers emphasize on the term of accuracy in their teaching because most of learners seek to be fluent and they forget about being accurate. Without structuring accurate speech , speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterance each time. Therefore, learners should focus on a number of important things in their production, though the criteria for defining accuracy In most standardized tests include factors such as grammar, vocabulary and pronunciation which speaking accuracy depends on them.

### **1.6.3.3 Grammar**

Grammar is the study of the way words and their component parts combined to form sentences (crystal,1993). Grammatical accuracy refers to the range and the appropriate use of learners' grammatical structure by which they are put together meaningfully and that involves the length and the complexity of the utterance. Also, the speaker must have the ability to use subordinating clauses and be aware of the rules used in speaking. In addition, without mastering grammar sufficiently in English learners will not be able to speak English .

### **1.6.3.4 Pronunciation**

Pronunciation is a production of speech sounds and it is very important in communication. Kelly (2000,p.11) says that the use of stress and intonation inaccurately can cause problems to learners who want to develop their speaking skill in English , so they should be aware of the different sounds and their features and where they are made in one's mouth.

In addition, this aspect deals with the way students produce clear language when they speak. With the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language

#### **1.6.3.5. Vocabulary**

Vocabulary means the appropriate diction which is used in communication and considered as one of the most extreme aspects that support speaking activity. It deals with the right and appropriate word (Ur in Harmolis 2003,p.6).

Achieving accuracy in terms of vocabulary refers to the appropriate reflection of words during speaking. However, some students find difficulties when they try to express what they want to say. So, without having a sufficient vocabulary learners cannot communicate effectively or express their ideas .

#### **1.6.4.Types of speaking skill**

One of the most important roles of teachers is to enable learners to speak correctly, improve their level, how to use English for communication and share their opinions , feelings and messages to others. Speaking differs according to speaker's intentions and needs , Brown(2004) further states that are five basic types which include imitative, intensive, responsive ,interactive and extensive.

##### **1.6.4.1. Imitative**

It is the type of speaking which focuses on the phonetic level of oral production. It has nothing to do with student comprehension (Brown,2004). Also, it is the ability to repeat and imitate a word ,phrase or sentence which heard by learners which they practice an intonation contour or try to pinpoint a vowel sound. Here, imitation is carried out with focussing on the same particular element of language .

##### **1.6.4.2. Intensive**

This type depends on students who produce the language by themselves of a short stretch of oral language designed to demonstrate competence in a narrow band of grammatical ,phrasal, lexical or phonological relationships.

##### **1.6.4.3. Responsive**

Another type of speaking which includes interaction between students and teacher or other learners questions, the response must be short ,meaningful and not in form of a dialogue. Also, students' comprehension is taken into account and the stimulus is delivered orally by instructors to maintain the authenticity of students 'answer .

#### **1.6.4.4 Interactive**

Interactive speaking is a technique which includes multiple exchanges and participants. The difference between responsive and this one is in length and complexity. The purpose of this type is to accustom learners to be able to convey an idea or opinions with others. According to (Brown, 2004) there are some examples like interview, games and discussion. This form is called transactional .

Interpersonal exchanges have the purpose of maintaining social relationship ,casual, ellipsis, humor and other sociolinguistic dimensions, the examples of specific activities are conversation and role play (Brown,2004).

#### **1.6.4.5 Extensive**

Extensive speaking includes speeches such as presentation. In this type there is no way for interaction, the speaker takes all his time to speak and give his ideas and opinions without any sort of interruption from the listeners. The act of the response is passive through only receive. Moreover, speech must be planned and formal.

### **1.6.5. Speaking Difficulties**

Every language needs speaking to convey meaning for language learners. Speaking skill is what they need to learn and understand another language apart from the mother tongue .There are many problems that occur during speaking a foreign language, Zhang (2009) argues that speaking remains the most difficult skill to master for the majority of English learners and they are still incompetent in communication orally in English. Relatively, Rabah (2005) points out that there are many factors that cause difficulties in speaking English among EFL learners ,some of these factors are related to the learners themselves which are : learner's speaking inhibition ,learner's speaking anxiety ,Nothing to say ,and lack of motivation.

#### **1.6.5.1. Learner's Speaking inhibition**

When speaking English, many students worry about making mistakes afraid of criticism or shyness. Kurtus (2011) argues that inhibition to speak may come together with fear of mistake that is considered as the primary reason that students are afraid of looking in front of other people that they are disturbed about how others will see them ;this makes students shy and cannot do something. In the same sense, Ur(1996) says that students who are afraid in their speaking are inhibited of making mistakes and fearful in doing something ,so this problem reveals more when learners try to participate in the classroom ,but they cannot.

#### **1.6.5.2. Learner's Speaking Anxiety**

Anxiety is one of the most psychological factors that affect students learning a foreign language when they try to speak and is explained as a kind of fear that is manifested by visual signs

Many learners express their inability to speak a second language, however the majority of them may be good at learning other skill. Arnold and Brown (1999,p.8-9) argue that this type of difficulties has a strong relation to negative feelings such as : self -doubt that prevents learning achievement ;some learners focusing on other misunderstanding of their speech « i will wait till someone else to express what i wanted to say »

Moreover, Coleman (1996,p.158) and Brown (2007) declare that is so hard to define anxiety since it affects the speaking of second language learning ,and confirmed that anxiety plays a very important role in foreign language and they suggest two types of anxiety :debilitative and facilitative ,so the learners should avoid the first kind because it may have a negative effect on learning process ,however they must deal with the second one to encourage students to work hard and get a good grads.

### **1.6.5.3. Noting to say**

Rivers(1968,p.192) says that "teacher may have chosen a topic which is uncongenial to him or about which he knows very little ,and as a result that has nothing to express whether a native language or the foreign language". So, the majority of learners use some expressions when they are imposed to participate in a topic such as ( no comment. I don't know or keep silent) similarly, Backer and westup(2003) argue that many learners faced difficulties when teachers ask them to say something about a topic because most of them have only some ideas to talk about ,may not know how to use some vocabulary and grammar ,and they can't talk if they are not interested about some topics

### **1.6.5.4. Lack of Motivation**

Motivation is a passion to do something and plays a very important role in language learning Success or failure in language is dependant on student's motivation, but learners don't see a real need to learn or speak English. Pittlewood (1984,p.53) argues that "motivation is the crucial force which determines whether a learner embarks on a task at all ,how much energy devotes to it, and how long he preserves. Moreover, one who has low motivation will rarely practice and train himself to speak fluently and accurately ,so it might influence his speaking ability by the same or even get worse.

### **1.6.6. Classroom speaking skill activities**

Speaking activities are one of the opportunities that help students to practice speaking skill which can highly support speaking fluency development in class. Students should be comfortable to speak and express their own thinking in order to help themselves learn and develop through speech. Each teacher is going to select the suitable activity to meet his learner's needs. The instructor tries all time to create a good atmosphere for interaction by exchanging information by taking into



consideration accuracy and fluency as well as a good pronunciation to convey the meaning through speech. Harmer (2001) says that there are many classroom speaking activities used in oral expression course.

### **1.6.6.1. Discussion activities**

Littlewood (1981) states that " a discussion provides learners with opportunities to express their own personality and experience through the foreign language "(p.47). This means that discussion is considered as a real language experience where students can use their ability in order to deal with such speaking activities. So, this later seems as the most useful form of oral practice in classroom because it offers many chances for students to communicate and express their activities. Moreover, the learner can deal with two effective strategies such as pair work and group work.

#### **1.6.6.1.1. Pair work**

One of effective strategies for classroom interaction where pairs of students practice an activity or task together like filling in the blanks of information gap activities or a dialogue. This activity increases the amount of speaking time for students when they exchange information with others and this help them to have more chance to share their knowledge with others.

#### **1.6.6.1.2. Group work**

It is a strategy which takes place in classroom where students work in groups with the aim of developing their skills individually through their cooperation where they learn to inquire, share and clarify difficulties using the target language.

Group work is one of the effective techniques that help students in reducing anxiety because in each classroom there are different levels of learners and with this strategy they complete each other. According to Johnson (2005) " cooperative learning is so useful in which small groups that contain mixed-level students to use different activities in learning a subject matter. Also, it helps them to increase their motivation to talk in classroom.

### **1.6.6.2. Communication games**

There are many good ideas about English teaching, among them have using games in the EFL classroom class. It is the most easily accepted strategy by students and way to improve their fluency and accuracy. Games help to make students learn in a good atmosphere without any kind of afraid. A game is an activity carried out by co-operative or competing decision maker, seeking to achieve ,within a set of rules ,their objective (Rixon,1981). This means that a game is an activity which deals with students and teacher as a fundamental element that help students to be relaxed and enjoy when speaking.

Wright (2006) argues that games encourage many students to support their interest and work. Hubland (1987) says that games can increase motivation to speak fluently especially the weaker ones than the teacher can be used at any stage in lesson(beginning, while and after ).

### **1.6.6.3. Role play**

Role play is an effective teaching strategy to develop students' speaking skill as it provides opportunities to the student to take roles of different persons because the majority of students face difficulties when they want to talk about their opinion or feelings in classroom, and feel frustrated to speak. So, teachers should give students permission to play and explore.

Cook (2001) defines role play as a method that enables learners to improve and enhance a range of real life spoken language in the classroom and learners comprehension. Moreover, role play is an extremely flexible activity which leaves more space for students to value individual differences, and give them more opportunities by exploring feeling. It is a direct interaction activity which fosters spontaneous and oral exchanges between students and makes them participate in order to learn interactive skills of arguing information.

Role play is considered as a challenging, funny and motivating activity. Holt and Kysilka (2006) state that role play can be fun and lead to develop learning, these techniques show the importance of cooperative Learning .

### **1.6.6.2. Interview**

Learners can conduct interviews on different forms of selected topic with other. The teacher helps them to know what type of questions and which part they should follow. Also students must prepare their own interview question with people. In other words, the teacher gives students a chance to practice their speaking ability and encourages them to enhance their speaking outside classroom to help them to be socialized. When they finish, each one can present his /her study in the class. Finally, conducting interviews can be beneficial for students in terms of practicing their speaking ability.

## **1.7. Conclusion**

It is important to develop effective strategies to enhance EFL students 'speaking abilities. Establishing positive rapport can be useful motivational strategy to provide opportunities to develop interpersonal communication in EFL classroom. So EFL teachers should take advantage of their students' trust and the interaction they have with them to encourage their students to express themselves in English.

*Chapter two*

*Data collection and  
analysis*

## **2.1. Introduction**

First, this chapter provides an overview about the teacher's rapport and its influence on the EFL learners' speaking skill, in Algerian Education. Then, it describes the research methodology and followed by a full description of data collection (the teachers' questionnaire and students' questionnaire). They will be used as instruments in this study to analyze the obtained data. Therefore, this chapter represents the data analysis and interpretation of the results gathered from the questionnaires.

## **2.2. Research methodology**

The choice of the methods has been determined by the nature of the study; it will be a descriptive method because it can give the facts about the actual situation (Do EFL teachers use rapport as a strategy to enhance their students' speaking skill?).

The case of the present research which involves both EFL teachers and students of Ibn Khaldoun University helps to find more reliable and valid results. So, the data can give a full picture about how EFL teachers develop the students' speaking abilities through establishing rapport, in Algerian universities.

## **2.3. Data collection**

Data collection is considered as an essential element for conducting a research; it is generally regarded as a hard task. However, there are different tools to collect the data such as observation, tests, interview and questionnaires.

The tool that is used in this study is the questionnaire. Then they will be described in details below by highlighting the setting and the participants' profile (the sample/ population).

### **2.3.1. Setting**

The setting for this research dissertation was the department of foreign languages ( English section) Ibn Khaldoun University of Tiaret. This research deals with both EFL teachers and students as sample population during the academic year 2019/2020. It aims at raising awareness about the use of rapport and its great effects then to understand how it can contribute to the developing of students' speaking abilities.

### **2.3.2. Participants' profile (population)**

#### **➤ Teachers**

The main aim of dealing with EFL teachers is to know their points of view concerning the rapport and speaking skill in EFL classes.

The sample consists of teachers from different fields , at the Department of English, University of Tiaret. They hold either the degree of ‘Doctorate’ or ‘Magister’ and “Master”, some of them used to give LMD students oral expression courses in the EFL class.

#### ➤ **Students**

The participants were second year LMD students from English department at Ibn khaldoun university/Tiaret.

### **2.4. Instruments**

Dornyei (2011) believed that the cornerstone of any research is the instruments that are used in gathering data. Thus, it requires different resources of data collection. The instruments used in this research are students ‘ questionnaire and teachers’ questionnaire.

#### **2.4.1. Questionnaire**

The Questionnaire is a common tool used by researchers which provide data ,being the easiest one because it doesn’t require much time or energy to be done. It is a collection of numerous questions which can be close, open and multiple choice questions, it allows the researcher to collect the information concisely and precisely, and some cannot be observed. Therefore, Nunan (1992,P231.) reports a definition of the questionnaire:

“a questionnaire is an instrument for the collection of data, usually in written form consisting of open and / or closed questions and other probes requiring a response from the subject”.

The questionnaire is addressed to EFL teachers in the department of English at Tiaret University, there have been selected (20) teachers, (03) of them are teachers of oral expression and the other from different fields.

##### **2.4.1.1. The aim of the questionnaire**

The aim of the questionnaire is to investigate of the use of positive rapport and its effects on EFL students’ speaking skill, it is very crucial to gather the teachers’ opinions and views about its implementation in EFL classes to develop language learning.

Teachers’ thoughts are very helpful to investigate the way English is taught and how the problems in speaking could be reduced through establishing positive rapport.

#### **2.4.1.2. The Description of the Teachers' Questionnaire**

The teachers' questionnaire consists of (15) questions, under three sections, each section focuses on a specific aspect, the first section is about the background information, the second section contains some specific questions about the rapport, and the third one is about the speaking skill.

There are different types of questions: closed questions require teachers to answer "Yes" or "No" or by ticking one answer from a set of options, open questions they request the information to express freely his/her point of view, and mixed questions, here teachers are asked to opt for one of the proposed possibilities then justify the answer.

##### **➤ Section one: Background Information (Q1-q3)**

Questions in section one aim at gathering personal information about the target sample, teachers were asked to specify their gender; in second question they are asked about their level; in the third questions they are asked to state how many years they have been teaching English at university.

##### **➤ Section Two: Teacher-Student Rapport (4-10)**

The second section was devoted to the teacher-student rapport, its implementation in the classroom and its importance. In question (4) teachers were asked about their awareness of the term rapport in English language teaching. Question (5) was a mixed question, they were asked if they have good relationship with their students and justify the answer. Question(06), the teachers was inquired if they have ever used rapport to motivate students to promote their speaking abilities. In question (7) teachers were asked to tick one option about the difficulties they are facing when they attempt to build rapport with their students. Moreover question (08) was also optional, about the role of the teacher in classroom.

The rest questions(09,10) were open question, the first was about the the strategies they use to impact students positively. In the last question they were questioned about the benefits that rapport may give to students.

##### **➤ Section three: Speaking Skill ( 11-15)**

The third section was concerned by speaking skill, its importance and the problems that students face when speaking, the question (11) teachers were asked about how many times they assess their students, in question (12) , they are satisfied about their the students' level in speaking.

Then, question (13) was addressed to teachers about how many times they give the students the chance to speak in classroom. Question (14), they were asked about the problems that the student face when speaking.

The last question in this section (15) was about suggesting strategies to improve learners' speaking skill.

#### **2.4.1.3.The administration of teachers' questionnaire**

The questionnaire had been administrated to EFL teachers in the department of English. The target population of this research consists of 20 teachers of English at Ibn khaldoun, university of Tiaret .

The questionnaire was distributed via email and all teachers were so cooperative and helpful.

#### **2.4.1.4.The description of the students' Questionnaires**

The students' questionnaire consists of (14) questions, under three questionnaire, each section focuses on a specific aspect, the first section is about the students' profile, the second section is about the teacher-student rapport, and the third one is about the speaking skill.

##### **➤ Section one: Student's Profile (Q1-Q2)**

Questionnaire in section one aim at gathering personal information about the target sample, students were asked to specify their gender; in the second question students were asked about their level of English.

##### **➤ Section Two: Teacher-Student Rapport (Q3-Q7)**

All the questions were closed questions, require the learner to answer "Yes", "No", or by ticking one answer from a set of options. In question (3) students were asked about the quality of relationship that exist with their teachers, the question(4) they were asked if the teacher takes his opinion into consideration in the classroom.

In question (5), the student was asked if the positive relationship with the teacher influences on his speaking abilities. The question (6) was about how often the teacher gives the opportunity to students to interact with him and the final question (7), students was inquired about the ways they prefer to maintain the rapport

##### **➤ Section Three: Speaking Skill(Q8-Q14)**

The third section was devoted for the speaking, the majority of questions were closed questions, an only one was open question. In question (7) students were asked

if they are satisfied about the importance of time devoted to oral module, then question (8) was about the importance of speaking skill and how much it helps in learning English rather than the other skills.

In addition, question (9) they were asked about the problems they face when attempting to speak, it was optional. Question (10), students were asked to tick an option about the activities that help in improving their speaking skill, question (11) was about the most oral activities that the teacher implements the most in classroom.

Question (12) was about the main strategies they use to ovoid the language gap in oral communication at classroom. The last question, (13) was open question, to give their opinion about the speaking skill and why it is important.

#### **2.4.1.5. The administration of the students' Questionnaire**

The questionnaire was administrated to EFL students in the department of English. The target population of this research consists of (20) students of English at Ibn khaldoun, university of tiaret.

The questionnaire was distributed via email, some students were so combined. there were some difficulties because some of them did not know how answer the questionnaire and re-sent it via email, while others do not have internet.

### **2.5. Data Analysis**

After the collection of data from both teachers' questionnaire and students' questionnaire. This section represents the data analysis and interpretation of the results gathered from the questionnaires, aims at exploring the effects of teachers' rapport on the EFL learners speaking skill development.

#### **2.5.1. Analysis of teachers' questionnaire**

##### **➤ Section one: Background information**

**Q1:** Specify your gender:

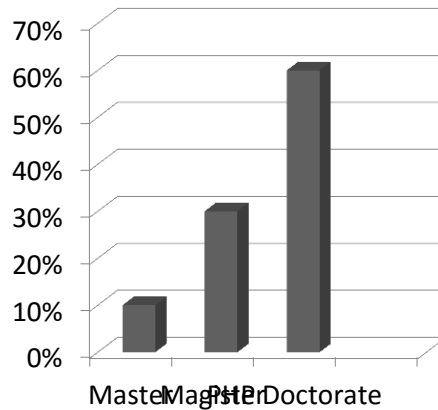
Rating scales	Female	Male
Number of teachers	06	14
Percentage	30%	70%

**Table (01): Teachers' Gender**

From the table above, it appears that the target population consists of six Females teachers presented with the percentage 30%. And fourteen Males teachers presented with the percentage of 70%.



**Q2: What is your degree?**



**Histogram01: Teachers' degree**

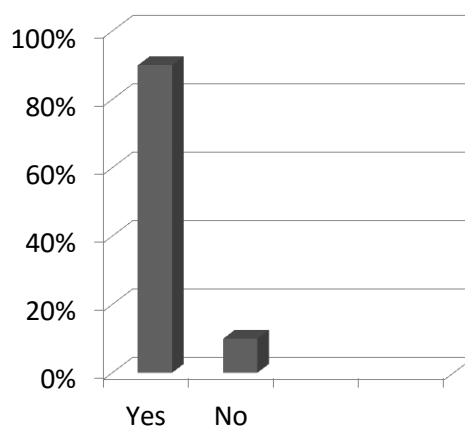
The histogram indicates that the majority of teachers of about 60% have PHD Doctorate degree, while 30% of them have Magister degree, however 10% have Master degree.

**Q3: how many years have you been teaching at university level?**

From the data gathered, we noticed that the majority of teachers have more than 4 years teaching experience. This shows that their experience allow them how to deal with students and how to strengthen students' level through using the adequate strategies and methods.

➤ **Section Two: Teacher-Student Rapport**

**Q4: Are you aware of the concept rapport in English language teaching?**

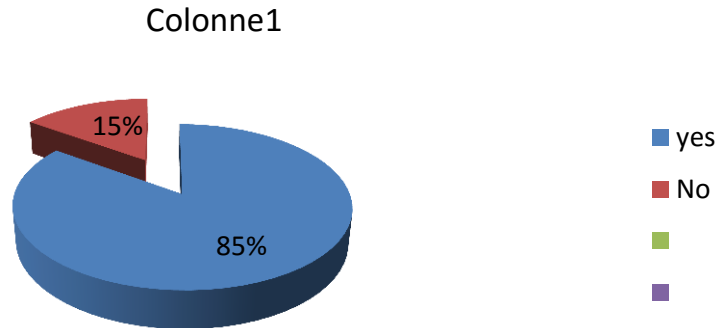


**Histogram02: teachers' awareness of the concept rapport**

The histogram02 illustrate that the majority of teachers (90%) are aware of the concept rapport in English language teaching. So this indicates the importance of this

term In English language teaching. Only (10%) are not aware due to the lack of this concept in professional training.

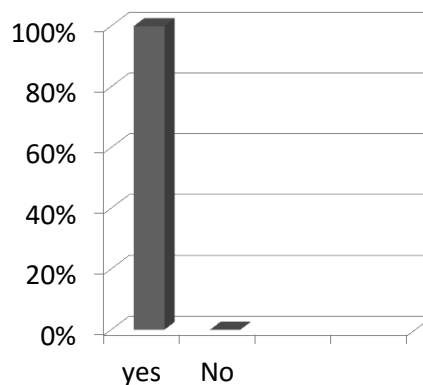
**Q5:** Do you have good rapport with your students?



**Figure01:** Teacher-Student rapport

From the figure above, we noticed that the majority of teachers (85%) declared that they have good relationship with their students. According to them, this good relationship backs to the respect, trust and motivation they offer to students. Only three teacher who represents (15%) said that the relation with their students not good, because of the disruptive behavior of some students which makes the teaching process difficult. they also adds that they are new in the domain of teaching and less experienced.

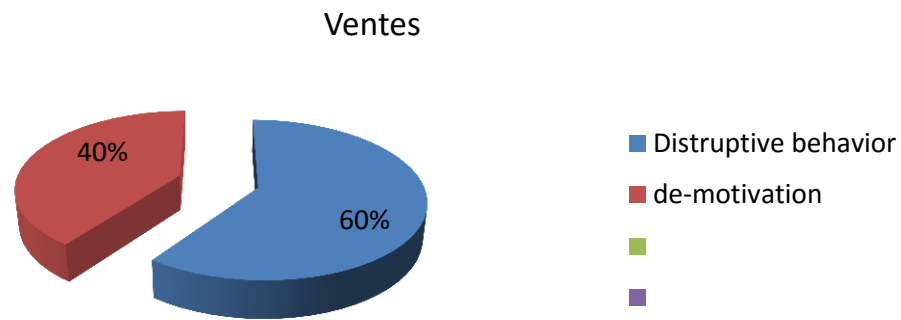
**Q6:** have you ever used rapport as motivational strategy to promote your students speaking abilities?



**Histogram03:** the use of rapport as motivational strategy to promote students' speaking skill.

The histogram03 shows that all teachers (100%) sated that they always use rapport to motivate their students to speak and promote their speaking abilities. Since it is an effective strategy that create a relaxed environment to learning and to develop language skills as well.

**Q7:** What are the major problem you face when building rapport with students?



**Figure02:** teachers' problems in building Rapport

About 60% of teachers stated that disruptive behavior is the major problem that teachers suffered from, while 40% said that de-motivation is the problem which disrupt the building rapport. Teachers added that lack of communication, insufficient time, student psychological problems (anxiety) are among the difficulties they face when they attempt to build the rapport.

**Q8:** Do you think that the role of teacher is:

Rating scales	A guide and facilitator	A source of knowledge
Number of teachers	18	1
percentage	90%	10%

**Table02:** teachers' role

The table above illustrates that the majority of the participants (90%) advocated that the role of teacher should be as guide and facilitator, while 10% said that the teacher is a source of knowledge and information. So this denotes that the teacher give the opportunity to his learners to discover the knowledge by themselves, rather than give it directly in order to elevate them.

**Q9:** how do you impact your students positively?

The ways given by teachers are summarized in the following points:

- Building trust; using humor and getting to know students outside the classroom.
- Smile when you meet students, create with them conversations outside their field of study.
- Foster learners' self esteem which is an essential precursor for motivation.
- Respect them and show interests in their opinion.
- Speak positively and show them that mistakes are part of learning.

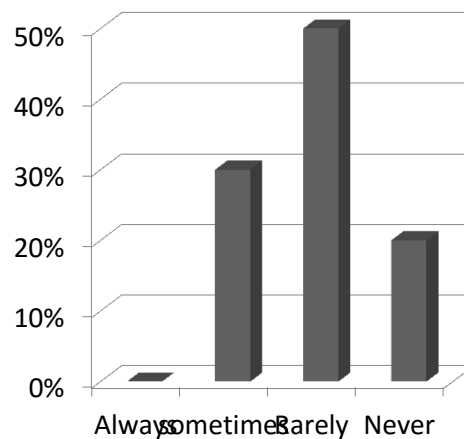
**Q10:** what are the benefits you think positive rapport can give to your students?

According to teachers, these are the benefits may rapport give to students:

- The rapport between instructor-student can be significant factor in the overall learning and success of individual students, it can minimize anxiety, increase student participation, structure and encourage social interaction, foster a positive learning environment.
- Teacher-learner good rapport ensures effective learning and increases motivation and interests among students. Such positive rapport afford and secure and safe environment to learners.
- When the learning atmosphere built on trust, acceptance and cooperation, students feel at ease to share their ideas, perform better and benefits from feedback, once student feel they are not judged they do better.

➤ **Section three: Speaking skill**

**Q11:** How often do you evaluate your students’ speaking skill?



**Histogram04** : Assessment of students speaking skill.

From the histogram below, most of teacher said that rarely they evaluate their students (50%), (30%) of them said that they sometimes evaluate them, the rest of them (20%) said that they never evaluate them.

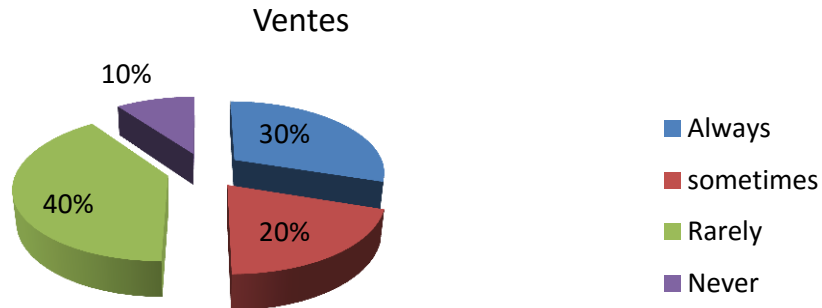
**Q12:** Are you satisfied with your students ‘ level of speaking skill?

Rating scale	Yes	No
Number of teacher	7	13
Percentage	35%	65%

**Table03:** teacher satisfaction with level of students.

According to this table, we noticed that the most of teachers (65%) are not satisfied with the level of their teachers, the test (35%) of them who satisfied.

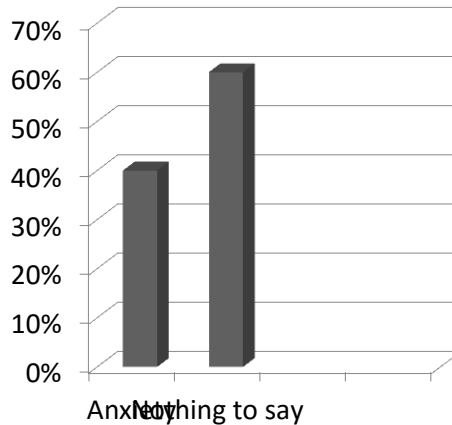
**Q13:** How often you encourage you students and give them chance to speak?



**Figure03 :** Teachers’ encouragement to students speaking skill

From this figure , we noticed that the most of teacher (40%) sometimes encourage their students to speak,(30%) of them said that they always give chance to them to speak and (20%) said that they rarely help them to speak, only (10%) of teacher said that they never encourage them to speak.

**Q14:** what are the frequent difficulties that your students face when speaking ?



**Histogram05 :** Students’ Speaking difficulties

From this histogram shows that the majority of teacher (60%) choose nothing to say as a fundamental problem and other about (40%) choose anxiety as a difficulty.

**Q15:** we would like to ask you some other strategies to improve student’s speaking skill?

The majority of teacher give us some suggestion as strategies to improve student's speaking skill and try to overcome their problems ,Among the strategies which have been noticed by them :paraphrasing ,encourage the introduction of the

new technology ,establish laboratories to expose learners to the language ,other said that the students must listening to native speakers than imitating them, and use synonyms some said must push the weak students to participate through group work.

### **2.5.2. Discussion of the teachers' questionnaire:**

Relying on the data gathered and analyzed from the teachers' questionnaire, these facts were shown concerning the teachers' attitude towards the implementation of rapport and its effects on EFL students speaking skill.

- The majority of teachers have good experience in teaching English at university and hold good educational qualification.
- All teachers show their awareness about the term rapport in ELT and its importance on students learning development
- The majority of teachers have good relationship with students, so this create relaxing atmosphere to learning.
- Teacher –student rapport is mostly used by teachers since it is very beneficial strategy to motivate EFL students promote their speaking abilities.
- Disruptive behavior, de-motivation, time and lack of communication are most appealing problems that teachers face when they attempt to build rapport, so teachers should provide their students with comfortable atmosphere to avoid these kind of problems.
- Teachers advocated that the role of teacher should be a guide and facilitator not only a source of knowledge and information. This proves that teachers are conscious that the learners should be given the opportunity to use the knowledge by themselves.
- Building trust, using humor and getting to know students outside the classroom are strategies that teachers based on in order to maintain the rapport and impact their students positively.
- Good teacher-student rapport is very beneficial for the progress of language learning and the success of individual student, it helps the teacher and the student alike to overcome any learning difficulties, it can minimize anxiety ,increases student participation, encourage social interaction and foster a positive environment.
- The minority of teachers do not evaluate their students and sometimes give them the chance to enhance their oral proficiency.
- More teachers are not satisfied and claimed about the level of students in speaking , because they are aware about the importance of this tool in learning language.
- Not all the teachers give opportunities to their students to speak, sometimes they encourage them, so students are obliged to take advantage of those chances.

- The majority of teachers complained about students' difficulties, nothing to say about specific topic and keep silent fear of making mistakes considered as main problem.
- The analyses of teachers' questionnaire reflect the image of the importance of speaking, so they give us some suggestions to enhance students' level such as: the use of technology, critical thinking and the necessity of making discussions with them.

### 2.5. 3. Analysis of students' questionnaire

#### ➤ Section one : Students' profile

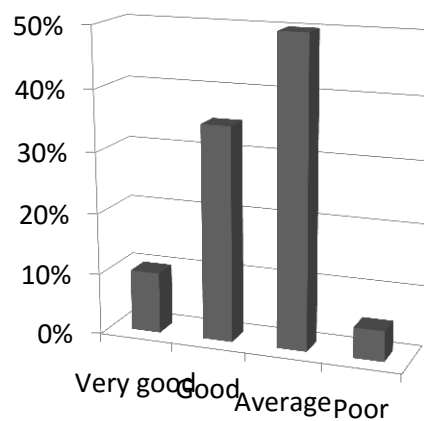
Q1 : Specify your gender

Rating scales	Female	Male
Number of students	9	11
percentage	45%	55%

**Table04:** students' gender

The table above clearly indicates that the target population consists of eleven male represent with the percentage (55%) and nine female represent the percentage (45%).The results are not influenced by the imbalance in gender.

Q2: How do you consider your level in English?

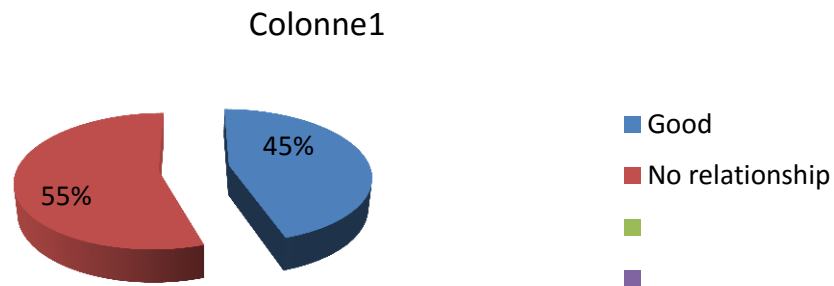


**Histogram06:** Students' level in English

From the histogram (01) , we noticed that the highest percentage of students(50%) claimed that their level in English is average, (35%) good, (10%) very good and (5%) poor.

#### ➤ Section two: Teacher-Student rapport

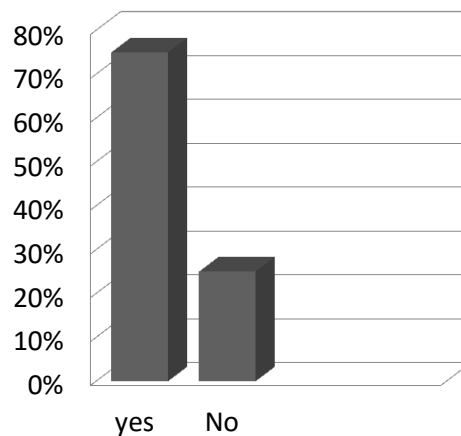
**Q3:** What type of relationship exists between you and your teacher?



**Figure04:** The relationship between the student and his teacher

The figure above shows that (55%) of students have no relationship with their teachers, however the rest (45%) have evaluated the relationship as being good.

**Q4:** Do you think that your opinion is taken into consideration in the the classroom?

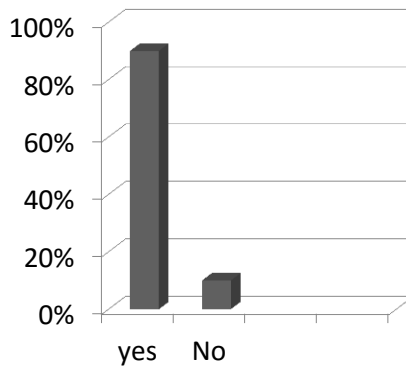


**Histogram07:** Students' opinion in the classroom

The majority of students (75%) said that their teachers take their opinion into consideration in the classroom. However, the minority which represents(25%) of students said that they do not consider their opinion in the classroom.

**Q4:** Do you think that good or positive relationship with your teacher affects yours speaking skill?





**Histogram08:** the influence of teacher’s relationship on the students’ speaking skill

From the histogram (03), we clearly noticed that a high percentage of students which represents (90%) believe that good relationship with the teacher affects on their speaking abilities. Just(10%) said that the relationship does not affect them.

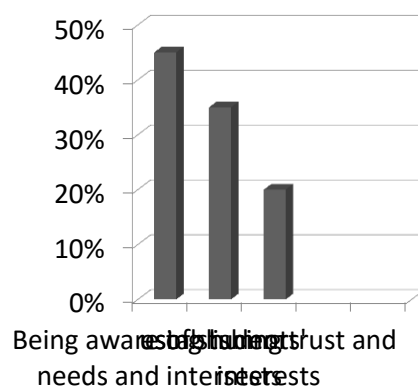
**Q6:** How often the teacher gives you the opportunity to interact with him?

Rating scales	Always	sometimes	Never
Number of students	07	12	01
percentage	35%	60%	5%

**Table05:** Frequency of teacher-student interaction in the classroom

The table shows that (60%) of students sometimes gives them the opportunity to interact with him in classroom, (35%) said always and the others (05%) stated that they never given the opportunity to interact with him.

**Q7:** How can the teacher maintain the rapport with student?



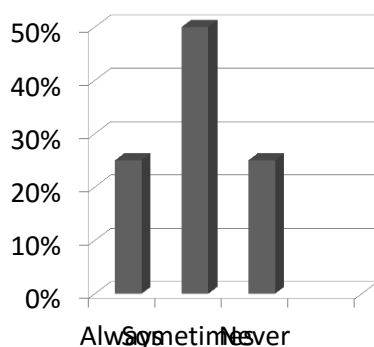
**Histogram09:** ways of maintaining rapport

The histogram above shows that about (45%) of the students said that the rapport can be maintained by being aware of the students needs and interests,(35%) preferred

using humor, and others(20%) choose trust and respect as a good way for the maintenance of rapport.

➤ **Section three: Speaking skill**

**Q6:**How often the teacher gives the opportunity to interact with him?



**Histogram10 :** Frequency of opportunities that teacher gave to the students

From the histogram above we noticed that the most of students (50%) said that the teacher sometimes interact with them and (30%) of them was divided between (15%) who said always and (15%) who said never. This indicates that the most of teachers give and take with their students.

**Q7:**Are you satisfied about time devoted to study oral expression session ?

Rating scale	Yes	No
Number of students	5	14
Percentage	25%	70%

**Table06:** student's point of view about the time of oral expression session

From this table, the most of students (70%) are not satisfied with time devoted to study oral expression, the rest of them (25%) are satisfied about it .

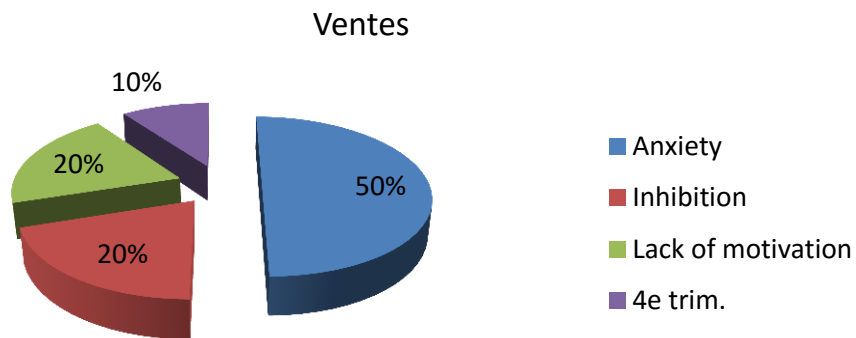
**Q8:** According to you how much can the speaking skill help you to be a good user of English language rather than other skills ?

Rating scale	15%	25%	50%	75%
Number of students	2	5	4	9
Percentage	10%	25%	20%	45%

**Table07 :** Importance of speaking skill rather than the other

From the table above the most of students (45%) said that speaking skill help them to be a good user of English language.

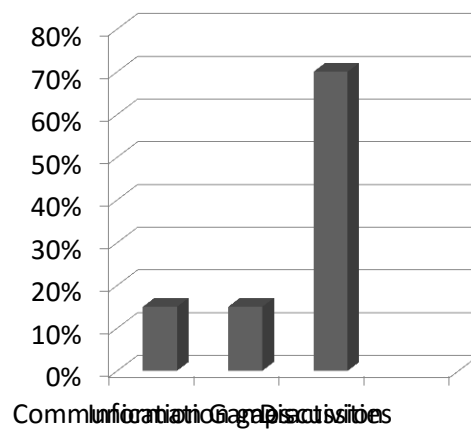
**Q9:** what are the difficulties that you face in oral expression?



**Figure05 :** speaking difficulties in oral expression

The figure shows the difficulties that face students in oral expression tasks ,most of them said that anxiety can be a big problems for them which presented by (50%) ,(20%) from students said inhibition and the same percentage said lack of motivation ,the last percentage (10%) of students do not have nothing to say so they prefer keep silent

**Q10:** which activity is helpful in improving your speaking skill ?



**Histogram11:** helpful activities in improving speaking skill

The histogram shows that most of students (70%) choose the discussion as a helpful activity in enhancing speaking skill,(15%) of them prefer communication game and (15%) choose information gap activity.

**Q11:** what are the oral activities that your teacher implements the most in classroom?

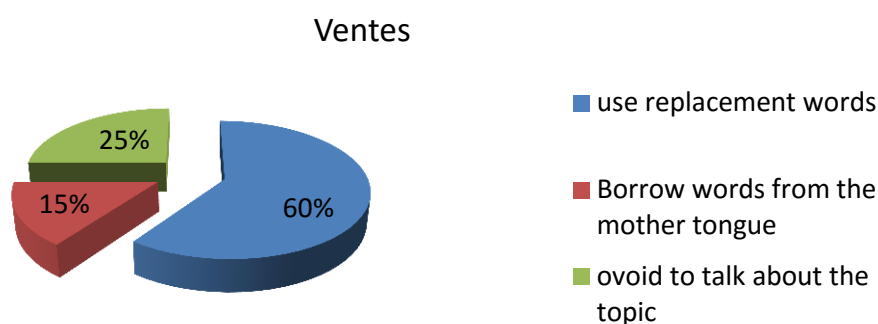
Rating scale	Pair work	Group work
Number of students	12	8

Percentage	60%	40%
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**Table08:** the useful activity in oral expression session

The table shows the oral activities that teacher implement in the classroom ,most of students (60%) said that their teacher ask them to work in pairs, and (40%) said in group work.

**Q12:** what are the main strategies you use to avoid the language gap in oral communication at the classroom?



**Figure06:** the main strategies used by students to avoid the language gap in communication at the classroom

The figure below shows the main strategies that used to avoid the language gap at classroom, the most of students (60%) use replacement word to achieve the meaning,(25%) of them choose to avoid to talk and the rest of students (15%) borrow word from the mother tongue.

**Q13:** In your opinion, why learning speaking skill is so important?

Concerning this question, our participants provided different answer, however almost have same meaning .they stated that speaking skill is so important skill rather than other, because it help them to achieve their goals of learning a foreign language, enhancing the personal life and give them chance to express their opinions and feeling to other, also a tool of communication.

#### 2.5.4. Discussion of the students' questionnaire:

Relying on the data gathered and analyzed from the students' questionnaire, these facts were shown concerning the students' attitude towards the implementation of rapport and its effects on EFL students speaking skill.

- The results revealed that the number of males were more than females, most of them have average level in English.
- Most of students have no relationship with their teachers.
- Most students declared that teachers take their opinion into consideration.

- It appears from the results that most students agree that the positive relationship with the instructor affect on their speaking skill.
- Half of students said that the teacher sometimes give them the opportunity to interact with him in the classroom.
- Teacher-student rapport could be maintained by being aware of students needs, showing trust and respect and use humor in classroom
- Most of students revealed that they are not satisfied with time devoted to study oral expression, because its not enough to enhance their level.
- The majority of students considered speaking as the most important skill in comparison to other skills which help them to be a good user of English language so must be give more attention to it.
- In addition, students face many difficulties when speaking in oral session the main problem is speaking anxiety .
- Responses show a great interest to a discussion, because it can successful activity to lead them to reinforce their speaking skill.
- In classroom the most comfortable activity by students is to work in pairs ,because this type create a joyful atmosphere and ambiance with his classmate.
- students use some strategies to avoid any gap during in oral session by use replacement word to achieve the meaning.
- Most of students confirmed that learning speaking skill is so important for communication and exchange opinions and feelings with other.

## **1.6. Conclusion**

This chapter provided an overview of the research methodology followed by the data collection, settings, participants' profile then the instruments to collect the data and finally the description of both teachers and students' questionnaire. This chapter has presented the analysis of teachers' and students' questionnaire as well.

Generally the current research is an attempt to explore the importance of good teacher-student rapport and its effects on EFL learners' speaking development at the university of Tiaret. The results have shown that good teacher-student rapport has positive impacts on the students' speaking skill and it is effective strategy for the progress of language learning since it facilitates the learning process, creates an adequate atmosphere and gives learners the opportunity to express their opinions and interests.

### **Recommendations for Farther Research**

The current study attempted to shed light on the importance of establishing rapport in EFL classes and its positive effects on enhancing students' speaking skill. The results gathered from this research have confirmed that students speaking skills can be improved through establishing good teacher-student rapport the facts that makes it very essential and confirms the research hypothesis.

Based on the findings of the present study, we suggest these recommendations to both EFL teachers and students:

- First of all, the settled learning environment has positive effects on students' outcomes and performance.
- Teachers should be aware of the benefits of establishing rapport In the EFL classes.
- Teachers should motivate their students to speak in a supportive and encouraging way in order to make students overcome the speaking difficulties.
- It is advisable for teachers to reduce their talk time and give the opportunity to the students to express their ideas and share it with others.
- The time devoted to oral module should be increased, because the students' level in speaking is unsatisfactory.
- Students should help their teachers in building the rapport, ovoid the disruptive behaviors and communicate with them in order to develop their speaking abilities.
- Students need their teachers to be aware of their needs and interests, show trust; respect and love.

## **General conclusion**

The research is concerned with the importance of teacher-student rapport in promoting the EFL students speaking skill. This study was carried out in order to investigate the use of rapport in EFL classes, its effects and the way EFL teachers establish rapport to promote students' speaking skill.

The study in hand consisted of two chapters; the first chapter was a theoretical background, includes the review of literature related to the concept of teacher-student rapport and the speaking skill. As for the second chapter, a field work of the research was conducted, two questionnaire were administered one to teachers and another to students, it represents also the analyses of data . in addition there were suggestions and recommendations for both EFL teachers and learners. The results finding have shown that rapport is influential on students' speaking skill and has positive impacts. As well, it is used in EFL classes and teachers establish rapport using several strategies. So, fortunately the hypotheses are confirmed.

The findings revealed that EFL need a comfortable environment where their teachers encourage and motivate them to speak. Moreover, provide them with the opportunity to express their ideas without fear.

In a sum, this research is conducted to indicate the importance of teacher-student rapport on promoting the students' speaking skills.

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# ***APPENDICES***

## Student's Questionnaire

Dear students,

This questionnaire is an investigation tool for gathering data required for the fulfillment of a master dissertation. It is designed in order to know the influence of teacher's rapport on the EFL learners speaking skill, I would be grateful if you answer these questions to help us in our research. Please, use a tick ( x ) to indicate your option, and justify your answer.

Thank you for your cooperation

### Section one: student's profile

**Q1.**Specify your gender

a. Male.....

b. Female.....

**Q 2:** How do you consider your level in English?

a. Very good.....

b. Good.....

c. Average.....

d. Poor.....

### Section two: Teacher- student rapport

**Q3:** What type of relationship exists between you and your teacher

a. Good.....

b. No relationship.....

**Q4:** Do you think that your opinion is taken into consideration in the classroom ?

a. Yes.....

b. No.....

**Q5:** Do you think that a good or positive relationship with your teacher affects your speaking skill?

a. Yes.....

b. No.....

**Q6:** How often the teacher gives you the opportunity to interact with him?

- a. Always.....
- b. Sometimes.....
- c. Never.....

**Q7:** How does the teacher maintain rapport with students?

- a. Being aware of student needs and interests.....
- b. Establishing trust and respect.....
- c. Using humor in classroom.....

**Section Three: speaking skill**

**Q8:** Are satisfied about time devoted to study oral production module?

- a. Yes.....
- b. No.....

**Q9:** According to you how much can the speaking skill help you to be a good user of English language rather than other skills (Reading, writing and listening)

- a. less than 15%.....
- b. about 25%.....
- c. 50%.....
- d. 75%. ....

**Q10:** what are the difficulties that you face in oral experience?

- a. Speaking anxiety.....
- b. Inhibition.....
- c. Lack of motivation.....
- d. Nothing to say about the chosen topic .....

**Q11:** which activity is helpful in improving your speaking skill?

- a. Communication game.....
- b. Information gap activities.....

c. Discussion.....

**Q 12:** what are the oral activities that your teacher implements the most in classroom ?

a. pair work.....

b. group work.....

**Q13:** what are the main strategies you use to avoid the language gap in oral communication At the classroom ?

a. use replacement words to achieve the meaning.....

b. Borrow words from the mother tongue.....

C. Avoid to talk about the topics in which you have a lack in vocabulary.....

**Q14:** In your opinion, why learning speaking skill is so important?

.....  
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.....

**Teacher's questionnaire**

Dear teachers,

This questionnaire is a data collection tool for research work that aims to investigate the influence of teachers' rapport on the EFL learners speaking skill. We would like to ask you some questions because we are interested by your point of view as you represent the source of inquiry.

Thank you very much for you cooperation

**Section one: background information**

**Q1:** specify your Gender:

a. Male.....

b. Female .....

**Q2:** what is your degree

a.MA. Magister.....

b. MA. Master.....

c. PhD. Doctorate.....

**Q3:** How many years have you been teaching English at university level?.....  
.....

**Section two: Teacher -Student rapport**

**Q4:** Are you aware of the concept rapport in English language teaching?

a. yes.....

b. No.....

**Q5:** Do you have good rapport with your students?

a. yes.....

b. No.....

Justify.....  
.....  
.....

**Q6:** Have you ever used positive rapport as motivational strategy to promote your students' speaking abilities?

a. yes.....

b. No.....

**Q7:** What are the major problem you face when building rapport with students?

a. De-motivation.....

b. disruptive behavior.....

Others.....  
.....  
.....

**Q8:** Do you think that the role of the teacher is:

a. A guide and facilitator.....

b. A source of knowledge and information.....

**Q9:** How do you affect your students positively?.....  
.....  
.....



**Q10:** what are the benefits do you think a positive rapport can give to your students?.....  
.....  
.....

**Section three: speaking skill**

**Q11:** How often do you assess your student's speaking skill

- a. always.....
- b. often.....
- c. sometimes.....
- d. rarely.....
- e. never.....

**Q12:** Are you satisfied with your students level of speaking?

- a. Yes.....
- b. No.....

**Q13:** How often you encourage your students and give them chance to speak?

- a. Always.....
- b. Sometimes.....
- c. Rarely.....

**Q14:** what are the frequent difficulties that your students face when speaking?.

- a. Anxiety.....
- b. Nothing to say about the topic.....

Others.....  
.....  
.....

**Q15:** We would like to ask you some other strategies to improve learner's speaking skill.

.....  
.....  
.....  
.....

Thank you