

# AN INNOVATION OF TEACHER'S SELF-ASSESSMENT OF RAPPORT BUILDING IN EFL CLASSROOM

Muhamad Nova<sup>1</sup>, Didi Sukyadi<sup>2</sup>

Affiliation: English Education Department, Universitas Pendidikan Indonesia  
(mohnova@student.upi.edu<sup>1</sup>), (didisukyadi@live.com<sup>2</sup>)

## Abstract

There is a need to build rapport in classroom interaction since it influences the language learning process. To build rapport, EFL teacher needs to conduct several activities. By providing a self-assessment, the EFL teacher can monitor and evaluate their own teaching to fulfill the needs of building rapport in classroom. However, any researchers have not developed the instrument of teacher's self-assessment of rapport building in EFL classroom. Therefore, this study was established to fill the need of self-assessment instrument for building rapport in classroom by constructing a self-assessment for teacher in building rapport in EFL classroom. By applying design research from a curriculum perspective, the results revealed a self-assessment instrument of maintaining rapport for EFL teacher consisted of eleven sections with 35 statements. The Cronbach's alpha coefficient ( $\alpha = .928$ ) of this instrument indicated high reliability and the instrument can be considered as a reliable instrument to be used for the study sample. EFL teacher needs to do self-monitoring and self-evaluation on their rapport building in classroom interaction using this instrument. Furthermore, EFL teacher can reflect on their own teaching and find additional activities to enhance positive rapport to foster positive learning environment. Additionally, further research in investigating the effect of using this instrument in assessing teacher's quality on rapport building is required.

**Keywords:** Rapport, rapport in EFL classroom, teacher's self-assessment, teacher development

## Introduction

Good communication between teacher and students is needed to facilitate the teaching and learning activity. Having interaction and communication in the classroom will build a relationship between teacher and students. This relationship development is a concern in establishing teaching and learning activity in classroom (Bruney, 2012; Nguyen, 2007; Pianta, Hamre, & Allen, 2012) since teacher has to communicate with the students to engage the teaching and learning activity and give them guidance toward the activities. Teacher needs to create a positive, enjoyable, and respectful communication to build the relationship with the students (Harmer, 2007a; 2007b). Thus, the relationship created inside the classroom between teacher and students is defined as rapport (Harmer, 2007a; 2007b).

The language learning process in the classroom can be facilitated through rapport building. Building rapport can be an effective way in communicating with students in target language to encourage them in learning (Swenson, 2010; Webb & Barrett, 2014) since the EFL teacher can use target language in giving instruction and guidance to the students in enhancing the teaching and learning activity and the

students can learn and use the target language to communicate with the teacher during teaching and learning activity (Nguyen, 2007). Besides, the target language is seldom used in communication outside the classroom and the students only get input of the target language from the teacher in classroom interaction (Suryati, 2015). Therefore, classroom interaction in target language and rapport existence can be considered as the factor in students' second language acquisition (Sánchez et al., 2013). As a result, a positive relationship between teacher and students is needed to build a good language learning environment in the classroom.

One way to maintain the teacher-students relationship is through having positive interaction between teacher and students. Interaction between the teacher and the students determines the success of teaching and learning activity (Bruney, 2012). Good classroom interaction is categorized as an important factor in student learning and enhancing effective teaching and learning activity (Özer, Atik, Şad, & Kiş, 2015; Swenson, 2010; Webb & Barrett, 2014) since it gives positive impact on teacher's effectiveness and students' learning (Pianta et al., 2012; Sánchez, González, & Martínez, 2013; Swenson, 2010). Bruney's study (2012) reveals the presence of the classroom interaction in the classroom affects the students' view of teacher's performance in arranging activity and establishing any activities in classroom will not be effective if the relationship between the teacher and the students is not established well. Positive classroom interaction makes the students gain higher achievement (Nguyen, 2007) and create positive attitude from the students toward the learning activity (Pianta et al., 2012). Another study, conducted by Sánchez et al. (2013), reveals a positive teacher-student relationship influences students' motivation in learning in which students feel more confident and comfortable to approach teacher and share personal and academic issues. If the students feel they have a good relationship with the teacher they will feel comfortable and motivated to pay attention to the teacher (Pianta et al., 2012; Sánchez et al., 2013). It has been shown by studies that positive rapport between teacher and students brings positive impact to teaching and learning activity.

In building a rapport, a teacher needs to concern on two factors influencing the rapport development. One factor influencing rapport the most is respect. Respect is a vital factor in dealing with any kind of problem behavior appears in classroom (Harmer, 2007a; 2007b). Any problem behavior may appear because of the unrealistic learning goal set in the classroom which can be too difficult or too easy for the students. Be realistic with the learning goal is a way to give respect to the students which have different level in learning and language acquisition (Scott & Ytreberg (2000). Brown (2001) adds that giving respect on their ideas is also necessary to maintain good rapport. It includes the attitude of the teacher in responding the students' talk. The way of teacher talk to students influences the respect of students (Harmer, 2007a; 2007b). One example of teacher talk commonly happened in classroom is in giving feedback. Teacher needs to consider in correcting the mistakes carefully without losing any positive effort from the students (Paul, 2006) since not all students are happy to be corrected, but some of them need more support and positive reinforcement (Harmer, 2007a; 2007b). Therefore, positive feedback which motivates the students without making them feel down is needed to be enhanced in classroom (Paul, 2006). Beside of teacher talk, another aspect needed to be recognized is teacher's gestures. Gesture, expression, and mime should be appropriate with the language use in classroom (Harmer, 2007a; 2007b). Eye contact needed to show interest and attention toward students' talk (Levine & Adelman, 1982) and giving smile build a positive

atmosphere around classroom (Paul, 2006). Therefore, a teacher who gives respect to students will show positive attitude towards them and be respectful in handling any problems in classroom (Harmer, 2007a; 2007b).

Another factor gives big influence to rapport development is fairness. Scott & Ytreberg (2000) stated that being fair is also necessary in building relationship with the students since the students can sense the unfairness from the teacher. Since they are learning a language, they need to have equal chance to practice their language and to be assist by the teacher (Harmer, 2007a; 2007b) whether they are active or inactive learner, and good or bad learner (Paul, 2006). It is necessary for the teacher to give a fair attention to each student in the classroom, not only focusing on the bad one, but also concern with the good one (Paul, 2006). Treating the students equally is helpful in establishing and maintaining rapport (Harmer, 2007a; 2007b).

To maintain the rapport, the EFL teacher needs to find appropriate strategies to be implemented in the classroom. Some strategies in maintaining teacher-students rapport has been developed by experts. Brown (2001) recommends 7 activities to teacher in establishing the teacher-students' relationship by (1) showing interest in each student as a person; (2) giving feedback on each person's progress; (3) openly soliciting students' ideas and feelings; (4) valuing and respecting what students think and say; (5) laughing with them and not at them; (6) working with them as a team and not against them; and (7) developing a genuine sense of vicarious joy when they learn something or otherwise succeed (pp. 203).

Additional activities in building rapport are also promoted by Harmer (2007a; 2007b). He promotes 4 activities the teacher can use to foster the relationship between the teacher and the students and also develop a successful classroom interaction by (1) recognizing the students' name, character, and background; (2) listening properly to the students as an individual; (3) having respect to the students; and (4) being equal and fair in treating and giving attention to the students (pp. 113-115).

Related research of strategies in maintaining the teacher-students' rapport has also been conducted by Bruney (2012) who investigated the process of the teacher-student relationship influencing the development of trust and emotional intelligence in the elementary classroom. Through conducting interview with two experienced teachers in the Greater Toronto Area, this study revealed that the presence of the teacher in the classroom affects the students' view of teacher's performance. This study also suggested 3 effective strategies in maintaining the teacher-students relationship, by (1) sharing personal feelings; (2) seeking help for the students; and (3) storytelling.

Similar research was also conducted by Pianta et al. (2012). They conducted a study on investigating the concept of interactions and engagement and how to improve teacher-student interactions. Their study revealed four concepts in maintaining teacher-student relationships and interactions: (1) evaluating background knowledge and cognitions of interactions; (2) establishing ongoing relational supports; (3) giving regular individual feedback; and (4) being focus in changing interactions.

Another study was also conducted by Sánchez et al. (2013). Their study investigated the impact of teacher-students relationship on EFL learning. This study revealed information about the issues involved in building a positive teacher-student relationship, and its influence on students' motivation. This study advises

that the teacher needs to build trust to make students feel more confident and comfortable to approach the teacher and share personal and academic issues.

Referring to the theories and related previous researches reviewed above, eleven principles of rapport building have been revealed to be used in establishing good rapport in classroom; (1) recognizing students (Harmer, 2007a; 2007b); (2) working cooperatively (Brown, 2001); (3) building trust (Bruney, 2012; Sánchez et al., 2013); (4) being fair and equal (Bruney, 2012; Harmer, 2007a; 2007b; Scott & Ytreberg, 2000); (5) sharing idea (Brown, 2001); (6) sharing feeling (Bruney, 2012); (7) sharing experience (Bruney, 2012); (8) sharing humor (Brown, 2001); (9) listening properly (Brown, 2001; Harmer, 2007a; 2007b; Pianta et al., 2012); (10) expressing non-verbal communication (Brown, 2001; Levine & Adelman, 1982; Paul, 2006); and (11) giving feedback (Brown, 2001; Harmer, 2007a; 2007b; Pianta et al., 2012).

In fact, building rapport is not an easy task for EFL teacher to be established in teaching and learning activity (Gebhard, 2009; Webb & Barrett, 2014). Even though it will be automatically maintained after some periods of time (Swenson, 2010), especially in face-to-face meeting (Coutrim, 2016; Murphy & Manzanares, 2012), mostly EFL teachers still face many difficulties in maintaining the rapport. Gebhard (2009) exposed the teacher's problem in managing classroom interaction. In his book, Gebhard (2009) mentioned 3 problems faced by English teacher in classroom interaction; (1) the teacher feels having not enough time to talk with the students since the teacher mostly cannot manage the time well; (2) the teacher faces limited English speaker students so that the interaction does not run well; and (3) the teacher cannot remember students' name and remembering name is the problem faced by almost all teachers who manage big classroom.

In order to build the rapport, an EFL teacher may provide himself or herself with self-assessment. Many researchers believed that self-assessment raises learners' awareness to do self-monitoring to their progress (e.g. Baniabdelrahman, 2010; Butler & Lee, 2010; Egodawatte, 2010; Kato, 2009; Meihami & Razmjoo, 2016; Srimavin & Darasawang, 2004), to be self-motivated (Butler & Lee, 2010; Ross, 2006; Srimavin & Darasawang, 2004), and to be self-directed in learning (Butler & Lee, 2010; Kato, 2009), and it is also applicable for teacher's professional development (Airasian & Gullickson, 1994; Ross & Bruce, 2007). Teachers mostly act without being aware of why they do what they have been doing in classroom (Çimer, Çimer, & Vekli, 2013) and self-assessment can help the teacher becomes aware of the needs in establishing teaching and learning activity and help them to improve their performance in teaching (Avalos, 2011; Montgomery & Baker, 2007; Ross & Bruce, 2007). By doing self-assessment in teaching, teacher can do self-reflection to analyze the classroom situation and take more responsibility for their future actions in class (Airasian & Gullickson, 1994). Providing necessary support, such as self-assessment, for the teachers may be enough to keep them motivated in teaching (Lumpe, Haney, & Czerniak, 2000).

However, any researchers have not developed yet a self-assessment instrument for building rapport in classroom. To fill this gap, this study was established to fill the need of self-assessment instrument for building rapport in classroom by constructing a self-assessment for teacher in building rapport in EFL classroom.

This study was following a Design Research study from Van de Akker (1999) with a design research guideline from curriculum perspective from McKenney, Nieveen & van de Akker (2006). There were two main participants

participated in this study; 2 Expert judges, from the expertise of English language teaching and assessment, were selected to participate in validity testing, and 57 EFL teachers, from different educational institution were randomly selected and contacted to participate in reliability testing. The data was collected through questionnaire survey which was developed based on the eleven principles of rapport building in classroom broken into 35 items with a 4-point Likert scale was used to respond to each item of the instrument; strongly disagree (=1), disagree (=2), agree (=3), and strongly agree (=4). Open-ended questions were also provided to explore the needs of activities' needs to be involved in self-assessment.

As a result of this study, EFL teachers can do self-reflection and self-evaluation on their teaching through the instrument developed and find ways to enhance positive rapport to foster positive learning environment.

### **Finding and Discussion**

An instrument of teacher's self-assessment of rapport building in EFL classroom has been developed. It is consisted of eleven sections representing the eleven principles of rapport building and 35 statements indicating activities needed to be enhanced in classroom activity. The Cronbach's alpha coefficient ( $\alpha = .928$ ) of this instrument indicated high reliability and the instrument can be considered as a reliable instrument to be used for the study sample.

The first section is recognizing students. Three statements are included in this section which indicate a teacher's awareness on recognizing students by greeting students, calling students' name, and knowing students' ability. These three statements are categorized as basic foundation of building the recognition of students in classroom. Teacher needs to greet their students whenever they meet them, whether in classroom or outside. It is in line with Allday and Pakurar (2007) research which reveals that greeting the students at the door of classroom increases student learning achievement, especially their positive behavior. It shows that greeting students' give positive effect on their learning. Beside of greeting, recognizing their name is also necessary to establish good rapport with students since it makes them feel pleased (Harmer, 2007a; 2007b) and being respect by the teacher. Knowing their name will develop positive climate in the classroom since it impresses that the teacher cares about their students (Glenz, 2014). Thus knowing names is necessary to build students' confidence in learning. Harmer (2007a; 2007b) mentioned also that by "knowing their names is also about knowing about students" (pp. 26; pp. 114). Therefore, there is a need to know their ability in order to set the learning outcome based on their knowledge (Harmer, 2007a) and aware about students' characteristic and ability (Manning, 2006).

The second section is working cooperatively. Three statements are included in this section which indicate a teacher's awareness on having cooperativeness with the students. Teamwork creates positive relationships which are necessary for knowledge sharing and effective discussion (Georgiadou, Siakas, & Berki, 2006). It is agreed by Brown (2001) who mentioned that one way to connect positive rapport in the classroom is by working with the students as a team, and not against them. Working cooperatively with students as a team makes the students tend to be less disruptive behavior in class, be more positive, have supportive relationships, and have more positive attitudes toward learning activity (Felder & Brent, 2007). The interaction between teacher and students will raise students' effort (Davis, 1999) and foster their engagement in learning (Brank & Wylie, 2013).

The third section is building trust. Three statements are included in this section which indicate a teacher's awareness of having trust on their students. Trusting the student makes student feel more confident and comfortable to approach the teacher and share personal and academic issues with the teacher (Sánchez et al., 2013; Bruney, 2012). It is essential as a fundamental concept of effective learning (Özer et al., 2015). By having trust in the classroom, it creates a safe environment for learning in which "students can grow and learn and develop personally, socially, emotionally, and academically under the direction of their teacher" and the teacher can "spend less time with classroom management issues" (Bruney, 2012, pp. 33).

The fourth section is being fair and equal. Five statements are included in this section which indicate a teacher's awareness on being equal and fair in treating their students in classroom. Scott & Ytreberg (2000) stated that being fair is also necessary in building relationship with the students since the students can sense the unfairness from the teacher. Since they are learning a language, they need to have equal chance to practice their language and to be assist by the teacher (Harmer, 2007a; 2007b) whether they are active or inactive learner, and good or bad learner (Paul, 2006). Treating the students equally is helpful in establishing and maintaining rapport (Harmer, 2007a; 2007b) and it contributes to enhance a balance amount of interaction between students and the teacher in classroom (Sánchez et al., 2013). It is necessary for the teacher to give a fair attention to each student in the classroom, not only focusing on the bad one, but also concern with the good one (Paul, 2006).

The fifth section is sharing idea. Three statements are included in this section which indicate a teacher's awareness of sharing their idea with his or her students and vice versa. By asking for students' ideas and thoughts, and also providing opportunities for students to share their idea (Pianta et al., 2012), the students can express their ideas and opinions (Sánchez et al., 2013) and the teacher should help the students to elaborate their ideas more (Suryati, 2015).

The sixth section is sharing feeling. Three statements are included in this section which indicate a teacher's awareness of sharing their feeling with their students and vice versa. When a student shares his or her feelings, it makes a positive perspective toward the teacher (Wrenn & Wrenn, 2009) and their feelings and opinions should be valued (Bruney, 2012). Therefore, sharing feeling with students can encourage them to trust and learn from the teacher (Bruney, 2012) and they will feel more confident and comfortable to approach the teacher and share personal and academic issues with the teacher (Sánchez et al., 2013; Bruney, 2012).

The seventh section is sharing experience. Three statements are included in this section which indicate a teacher's awareness on sharing their experience with their students and vice versa. Sharing experience may promote awareness of learning responsibility (Tinto, 2003) in which experience shared should be followed by reflection on previous learning to transform the students' previous understanding into some applicable manners (Wrenn & Wrenn, 2009) for further learning. Thus, sharing experiences with students can increase students' interest in the relevance of the material into real life contexts (Wrenn & Wrenn, 2009). Gordon (2009 in Wrenn & Wrenn, 2009) suggested that "teachers should promote experiences that require students to become active learners" (pp.260).

The eighth section is sharing humor. Two statements are included in this section which indicate a teacher's awareness of sharing humor and laugh with their students in classroom. Humor can be used for reducing stress (MacAdam, 1985; Steele, 1998), relieving monotonous and boredom classroom, helping students stay

tuned in learning, keeping their attention, and building their confidence (Lovorn, 2008) which unlocks social barriers between teacher and student (MacAdam, 1985) and creates a more positive classroom environment (Steele, 1998). It creates fun learning activity and can make the students laugh. When they laugh, “they experience pleasure with a sense of openness to discussion and interaction” (Lovorn, 2008, pp. 2). Therefore, humor can be used as an effective way to deal with any difficult situations in classroom (Lovorn, 2008) and establish a positive climate in classrooms (Steele, 1998).

The ninth section is listening properly. Three statements are included in this section which indicate a teacher’s awareness of listening to their students properly and intensively. The importance of listening and paying attention to students’ explanations contributes to build an equal communication between teacher and the students (Sánchez et al., 2013). Thus, there is needs for the teacher to listen properly to the students as an individual to make a reflection on his or her way of teaching, whether the technique is being liked by the students, any activities motivate the students to learn, or the students’ reaction on the teacher’s teaching style (Harmer, 2007a; 2007b).

The tenth section is expressing non-verbal communication. Three statements are included in this section which indicate a teacher’s awareness on expressing their non-verbal communication to their students. Nonverbal communication, including facial expression, eye contact, tone of voice, body postures, and gestures (Ozieblo, 2013; Stamatis, 2011), is often used for gaining attention (Geng, 2011) and emphasizing the meaning of words in utterance (Harmer, 2007b; Levine & Adelman, 1982) in face-to-face interactions (Ozieblo, 2013). To be successful in communication, especially in teaching, teacher needs to be able in using not only the verbal communication but also in non-verbal communication (Behjat, Bayat, & Kargar, 2014), such as having eye contact to gain students’ attention and positive attitude toward teacher, giving smile to affect students’ positive perception of the teacher (Beebe, 1980), or using facial expression to express certain emotion and feeling (Ozieblo, 2013).

The eleventh section is giving feedback. Four statements are included in this section which indicate a teacher’s awareness of providing feedback on students’ performance in classroom. Feedback plays an important role in motivating students for further learning which informs them about their learning progress and their improvement for the weaknesses (Abdollahifam, 2014; Alavi & Kaivanpanah, 2007; Maarof et al., 2011; Tran, 2007). It can be used to raise students’ awareness of their errors (Abdollahifam, 2014; Kazemipour, 2014; Maarof, Yamat, & Li, 2011). Therefore, the teacher needs to ensure that the students receive “immediate, unambiguous, and meaningful feedback” (Davis, 1999, pp. 2) which is positive and motivates the students (Paul, 2006) and does not hurt students’ feeling (Abdollahifam, 2014).

## **Conclusions**

An instrument of teacher’s self-assessment of rapport building in EFL classroom has been developed. It is consisted of 11 sections representing the eleven principles of rapport building and 35 statements indicating activities needed to be enhanced in classroom activity. Teacher’s self-assessment of rapport building can be used as an instrument in assessing EFL teacher’s development and professionalism, especially in building and maintain rapport in EFL classroom. By using the instrument, the EFL teacher can do self-reflection and self-evaluation on their teaching and finds

ways to enhance positive rapport to foster positive learning environment. Besides, it can also be used as an awareness tool for the teacher on conducting teaching and learning activity which maintaining rapport in classroom.

### Acknowledgement

The research was funded by Indonesia Endowment Fund for Education Scholarship (LPDP), Republic of Indonesia (Muhamad Nova, 20160611087314).

### References

- Abdollahifam, S. (2014). Investigating the effects of interactional feedback on EFL students' writings. *Procedia - Social and Behavioral Sciences*, 98, pp. 16-21. DOI:10.1016/j.sbspro.2014.03.383
- Airasian, P. W. & Gullickson, A. (1994). Examination of teacher self-assessment. *Journal of Personnel Evaluation in Education*, 8, pp. 195-203. DOI:10.1007/BF00972263
- Alavi, S. M. & Kaivanpanah, S. (2007). Feedback expectancy and EFL learners' achievement in English. *Journal of Theory and Practice in Education*, 3(2), pp. 181-196. <http://files.eric.ed.gov/fulltext/ED502022.pdf>
- Allday, R. A. & Pakurar, K. (2007). Effects of teacher greetings on student on-task behavior. *Journal of Applied Behavior Analysis*, 40(2), pp. 317-320. DOI:10.1901/jaba.2007.86-06
- Avalos, B. (2011). Teacher professional development in teaching and teacher education over ten years. *Teaching and Teacher Education*, 27, pp. 10-20. DOI:10.1016/j.tate.2010.08.007
- Baniabdelrahman, A. A. (2010). The effect of the use of self-assessment on EFL students' performance in reading comprehension in English. *The Electronic Journal for English as a Second Language*, 14(2). Retrieved from <http://files.eric.ed.gov/fulltext/EJ899764.pdf>
- Beebe, S. A. (1980). The role of nonverbal communication in education: Research and theoretical perspectives. Paper presented at the 66<sup>th</sup> Annual Meeting of the Speech Communication Association. Retrieved from <http://files.eric.ed.gov/fulltext/ED196063.pdf>
- Behjat, F., Bayat, S., & Kargar, A. A. (2014). An investigation of students' attitudes on teachers' nonverbal interaction in Iranian EFL classrooms. *International Journal of Language and Linguistics*, 2(6-1), pp. 13-18. DOI:10.11648/j.ijll.s.2014020601.13
- Brank, E. & Wylie, L. (2013). Let's discuss: Teaching students about discussions. *Journal of the Scholarship of Teaching and Learning*, 13(3), pp. 23 - 32. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1017045.pdf>
- Brown, H. (2001). *Teaching by principles: an interactive approach to language pedagogy*. Englewood Cliffs: Prentice Hall.
- Bruney, G. (2012). *The teacher-student relationship: the importance of developing trust and fostering emotional intelligence in the classroom* (Research Paper, University of Toronto, 2012). Retrieved from <https://tspace.library.utoronto.ca/bitstream/1807/35096/1/Glenda%20MTRP%20Complete.pdf>



- Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, 27(1), pp. 5–31. DOI:10.1177/0265532209346370
- Çakir, İ. (2010). Criticizing ourselves as teachers through observation: From reflective to effective teaching. *English for Specific Purposes World*, 9(30), pp. 1-12. Retrieved from [https://www.esp-world.info/Articles\\_30/Cakir.pdf](https://www.esp-world.info/Articles_30/Cakir.pdf)
- Çimer, A., Çimer, S. O., & Vekli, G. S. (2013). How does reflection help teachers to become effective teachers? *International Journal Educational Research*, 1(4), pp. 133-149. Retrieved from <https://ijsse.com/ijer/sites/default/files/papers/2013/v1i4/Paper-1.pdf>
- Coutrim, E. D. C. M. (2016). Foreign language acquisition on the web: What teacher? What student? What language? *ETD - Educação Temática Digital, Campinas, SP*, 18(3), pp. 553-563. ISSN 1676-2592. DOI:10.20396/etd.v18i3.8646110
- Davis, B. G. (1999). Cooperative learning: Students working in small groups. *Speaking of Teaching*, 10(2), pp. 1-4. Retrieved from <https://web.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>
- Egodawatte, G. (2010). A rubric to self-assess and peer-assess mathematical problem solving tasks of college students. *Acta Didactica Napocensia*, 3(1), pp. 75-88. Retrieved from [http://dppd.ubbcluj.ro/adn/article\\_3\\_1\\_8.pdf](http://dppd.ubbcluj.ro/adn/article_3_1_8.pdf)
- Felder, R. M. & Brent, R. (2007). Cooperative learning. In Mabrouk, P. A. (ed.). (2007). Paper at ACS Symposium Series 970, *Active Learning: Models from the Analytical Sciences*, pp. 34–53. Retrieved from <http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/CLChapter.pdf>
- Gebhard, J. G. (2000). *Teaching English as a foreign or second language*. USA: The University of Michigan Press.
- Geng, G. (2011). Investigation of teachers' verbal and non-verbal strategies for managing attention deficit hyperactivity disorder (ADHD) students' behaviours within a classroom environment. *Australian Journal of Teacher Education*, 36(7), pp. 17-30. DOI:10.14221/ajte.2011v36n7.5
- Georgiadou, E., Siakas, K., & Berki, E. (2006). Knowledge creation and sharing through student-lecturer collaborative group coursework. In Peter Feher (ed), *Proceedings of 7th European Conference of Knowledge Management (ECKM06)*. Retrieved from [http://aetos.it.teithe.gr/~siaka/down/2006\\_ECKM\\_Budapest\\_Student\\_Work\\_Group\\_Georgiadou\\_Siakas\\_Berki\\_W.pdf](http://aetos.it.teithe.gr/~siaka/down/2006_ECKM_Budapest_Student_Work_Group_Georgiadou_Siakas_Berki_W.pdf)
- Glenz, T. (2014). The importance of learning students' names. *Journal on Best Teaching Practices*, pp. 21-22. Retrieved from <http://teachingonpurpose.org/wp-content/uploads/2015/03/Glenz-T.-2014.-The-importance-of-learning-students-names.pdf>
- Harmer, J. (2007a). *How to teach English*. China: Pearson Education Limited.
- Harmer, J. (2007b). *The practice of English language teaching*. Malaysia: Pearson Education Limited.

- Kato, F. (2009). Student preferences: Goal-setting and self-assessment activities in a tertiary education environment. *Language Teaching Research*, 13(2), pp. 177–199. DOI:10.1177/1362168809103447
- Kazemipour, S. (2014). Comparing the outcomes of two types of corrective feedback on EFL classes' final exam. *Procedia - Social and Behavioral Sciences*, 98, pp. 876-881. DOI:10.1016/j.sbspro.2014.03.495
- Levine, D. R. & Adelman, M. B. (1982). *Beyond language: Intercultural communication for English as a second language*. Englewood Cliffs: Prentice Hall.
- Lovorn, M. G. (2008). Humor in the home and in the classroom: The benefits of laughing while we learn. *Journal of Education and Human Development*, 2(1). <http://www.scientificjournals.org/journals2008/articles/1268.pdf>
- Lumpe, A. T., Haney, J. J., & Czerniak C. M. (2000). Assessing teachers' beliefs about their science teaching context. *Journal of Research in Science Teaching*, 37(3), pp. 275–292. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.535.6759&rep=rep1&type=pdf>
- Maarof, N, Yamat, H., & Li, K. L. (2011). Role of teacher, peer and teacher-peer feedback in enhancing ESL students' writing. *World Applied Sciences Journal 15 (Innovation and Pedagogy for Lifelong Learning)*, pp. 29-35. Retrieved from <https://www.researchgate.net/publication/268290185>
- MacAdam, B. (1985). Humor in the classroom: Implications for the bibliographic instruction librarian. *College & Research Libraries*, pp. 327-333. Retrieved from <https://deepblue.lib.umich.edu/bitstream/handle/2027.42/93797/DB511014.pdf?sequence=1>
- Manning, S. (2006). Recognizing gifted students: a practical guide for teachers. *Kappa Delta Pi Record Winter 2006 Edition*. Retrieved from <http://files.eric.ed.gov/fulltext/EJ724632.pdf>
- McKenney, S., Nieveen, N., & van den Akker, J. (2006). Design research from a curriculum perspective. In Gravemeijer, K., (eds.). (2006). *Educational design research* (pp. 110-143). Retrieved from <http://www.fisme.science.uu.nl/publicaties/literatuur/EducationalDesignResearch.pdf>
- Meihami, H. & Razmjoo, S. A. (2016). An emic perspective toward challenges and solutions of self- and peer-assessment in writing courses. *Asian-Pacific Journal of Second and Foreign Language Education*, 1(9), pp. 1-20. DOI:10.1186/s40862-016-0014-7
- Montgomery J. L. & Baker, W. (2007). Teacher-written feedback: Student perceptions, teacher self-assessment, and actual teacher performance. *Journal of Second Language Writing*, 16, pp. 82–99. DOI:10.1016/j.jslw.2007.04.002
- Murphy, E. & Manzanares, M. A. R. (2012). Rapport in distance education. *International Review of Research in Open and Distance Learning*, 13(1), pp. 167-190. Retrieved from <https://www.researchgate.net/publication/279437577>

- Nguyen, H. T. (2007). Rapport building in language instruction: A microanalysis of the multiple resources in teacher talk. *Language and Education*, 21(4), pp. 284-303, DOI:10.2167/le658.0
- Özer, N., Atik, S., Şad, S. N., & Kiş, A. (2015). Relationship between student engagement and trust in professors: a study on Turkish college students. Paper presented at *ECER 2015, Budapest*. Retrieved from <https://www.researchgate.net/publication/290920141>
- Ozieblo, R. L. (2013). Reflections on the use of nonverbal communication in teaching Spanish to Sino-speakers. *BIBLID*, 19, pp. 309-328. Retrieved from <http://www.webs.ulpgc.es/lfe/resources/Cap3RLFE19.pdf>
- Paul, D. (2006). *Teaching English to children in Asia*. Hong Kong: Pearson Education Asia Limited.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. *Handbook of Research on Student Engagement*, pp. 365-386. DOI:10.1007/978-1-4614-2018-7\_17.
- Ross, J. A. (2006). The Reliability, Validity, and Utility of Self-Assessment. *Practical Assessment, Research & Evaluation*, 11 (10), pp. 1-13. Retrieved from <http://pareonline.net/getvn.asp?v=11&n=10>
- Ross, J. A. & Bruce, C. D. (2007). Teacher self-assessment: A mechanism for facilitating professional growth. *Teaching and Teacher Education*, 23(2), pp. 146-159. Retrieved from <https://tspace.library.utoronto.ca/bitstream/1807/30029/1/Ross%20%26%20Bruce%202007b.pdf>
- Sánchez, C. A. G., González, B. S. G. D., & Martínez, C. D. J. L. (2013). The impact of teacher-student relationships on EFL learning. *HOW, A Colombian Journal for Teachers of English*, pp. 116-129. ISSN 0120-5927. Retrieved from <https://dialnet.unirioja.es/descarga/articulo/5249710.pdf>
- Scott, W. A. & Ytreberg, L. H. (2000). *Teaching English to children*. USA: Pearson Education Limited.
- Srimavin, W. & Darasawang, P. (2004). Developing self-assessment through journal writing. *Proceedings of The Independent Learning Conference 2003*, pp. 1-7. Retrieved from <https://www.researchgate.net/publication/228609049>
- Stamatis, P. J. (2011). Nonverbal communication in classroom interactions: A Pedagogical perspective of touch. *Electronic Journal of Research in Educational Psychology*, 9(3), pp. 1427-1442. Retrieved from [http://www.investigacion-psicopedagogica.com/revista/articulos/25/english/Art\\_25\\_617.pdf](http://www.investigacion-psicopedagogica.com/revista/articulos/25/english/Art_25_617.pdf)
- Steele, K. E. (1998). The positive and negative effects of the use of humor in the classroom setting (Published Thesis, Salem-Teikyo University). Retrieved from <http://files.eric.ed.gov/fulltext/ED426929.pdf>
- Suryati, N. (2015). Classroom interaction strategies employed by English teachers at lower secondary schools. *TEFLIN Journal*, 26(2), pp. 247-264. DOI:10.15639/teflinjournal.v26i2/247-264

- Swenson, E. (2010). *Rapport in the classroom*. Retrieved from [http://www.usma.edu/cfe/literature/swenson\\_10.pdf](http://www.usma.edu/cfe/literature/swenson_10.pdf)
- Tinto, V. (2003). Learning better together: The impact of learning communities on student success. *Higher Education Monograph Series, 1*, pp. 1-8. Retrieved from [https://www.sdbor.edu/administrative-offices/student-affairs/sac/Documents/LearningBetterTogether\\_Tinto.pdf](https://www.sdbor.edu/administrative-offices/student-affairs/sac/Documents/LearningBetterTogether_Tinto.pdf)
- Tran, L. T. (2007). Learners' motivation and identity in the Vietnamese EFL writing classroom. *English Teaching: Practice and Critique, 6*(1), pp. 151-163. Retrieved from <http://files.eric.ed.gov/fulltext/EJ832183.pdf>
- van den Akker, J. (1999). Principles and methods of development research. In van den Akker, J., Branch, R. M., Gustafson, K., Nieveen, N., & Plomp, T. (eds.). (1999). *Design approaches and tools in education and training* (pp. 1-14). DOI:10.1007/978-94-011-4255-7
- Webb, N. G. & Barrett, L. O. (2014). Student views of instructor-student rapport in the college classroom. *Journal of the Scholarship of Teaching and Learning, 14*(2), pp. 15 - 28. DOI:10.14434/josotl.v14i2.4259
- Wrenn, J. & Wrenn, B. (2009). Enhancing learning by integrating theory and practice. *International Journal of Teaching and Learning in Higher Education, 21*(2), pp. 258-265. Retrieved from <http://www.isetl.org/ijtlhe/pdf/ijtlhe727.pdf>