

RAPPORT IMPACT ON EFL LEARNERS' MOTIVATION

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Abstract

This study investigated secondary school teachers and pupils' perceptions of the teacher characteristics and its impact on learners' motivation. The investigation explored 8 teaching elements grouped under one major section about teacher learner rapport. Participants for the study were selected through random sampling from four secondary schools in -Algeria- at the end of the academic year 2012-2013. A total number of 200 participants was surveyed. The same questionnaire was administered to 21 secondary school teachers. The questionnaire has elicited the opinions of both pupils and teachers to find out which teaching practices both groups believe foster learners' motivation in the foreign language classroom. From the analysis, it was clear that pupils find some teaching practices related to the teacher's rapport motivating. Although teachers recognize rapport as a crucial factor, they differed from pupils in the ranking of their characteristics. This therefore implies that motivating learners requires a teacher to strike a good balance between his teaching methodology and his/her rapport with learners.

Keywords: Teacher-learner rapport, perception, motivation, foreign language classroom.