

TEACHER TALK IN ESTABLISHING GOOD RAPPORT IN ENGLISH CLASSROOM

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ABSTRAC

This study investigated the teacher's talk in establishing good rapport in English classroom, including kinds of teacher's talk and her ways to maintain good rapport during the teaching-learning process in class. Teacher talk here refers to the language that teacher used in language classroom rather than in other settings. In this research, a speaking lecturer of UNISKA, She is a female lecturer and being a teacher for three nights of speaking English (English community) at the twelve grade of MA Darrul Imad Banjar Regency. In collecting the data using a voice-recorder and video camera to reflect what actually happens in classroom. This research employed a qualitative method to analyze the teacher's talk in an English classroom. It is the oral form of teacher's talk instead of written form that is under this investigation. The analyses showed that the influence of teacher talk is very significant in creating favorable condition for learning. Through teacher's talk, rapport can be built and maintained. And the interactions among teacher and students produced the interesting teaching and learning.

INTRODUCTION

Language learning can take place inside and outside the classroom. With regards to learning English as a foreign language (EFL), it usually occurs in the class, considering the nature of EFL, that is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication within a country (Richards, 1992). As outside the class learners are rarely exposed to and communicate in the target language, classroom should therefore be created as an optimum place for

effective language learning. In this case, teachers' role is very important, that is to help learners to learn while the actual process of learning itself is within the individual learners themselves.

Realizing the importance of rapport for language learning, teachers need to promote communication with their students. In this vein, teacher talk is particularly important in language teaching, not only as a source of target language input but more importantly is as a means to build rapport in class. The way teachers talk in class brings about significant influences directly and indirectly to their students' affective as well as learning aspects. For example, teachers who greet everyone in class with warmth and enthusiasm will most likely to break the ice and connect them immediately with their students. The importance of students' feeling and emotional states to facilitate language acquisition is highlighted by Stern (1983), who says that the affective component contributes at least as much and often more to language learning than the cognitive skills.

For foreign language learners, classroom is the main place where they are frequently exposed to the target language. The kind of language used by the teacher for instruction in the classroom is known as teacher talk. For this term, *Longman Dictionary of Language Teaching and Applied Linguistics* defines it as "variety of language sometimes used by teachers when they are in the process of teaching. In trying to communicate with learners, teachers often simplify they speech, giving it many of the characteristics of foreigner talk and other simplified styles of speech addressed to language learners" (Richards 1992:471).

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In a similar vein, Ellis (1994, p.726) defines teacher talk as the process through which “teachers address classroom language learners. They make adjustments to both language form and language function in order to facilitate communication. These adjustments are referred to as teacher talk”.

Both definitions indicate some features of teacher talk that makes it different from other varieties of language. The special features include physical setting-classroom, special participants-teacher and students, special communicative activity-to communicate with students as well as to develop students' foreign language proficiency.

One of the important roles of teachers is as an initiator of interaction in the classroom. In FLINT (Foreign Language Interaction) Model developed by Moskowitz (1971, Al-Otaibi), teacher talk has both direct and indirect influences. Under the indirect influence of teacher talk, she listed the following categories: deals with feelings, praises or encourages (and jokes), uses ideas of students (and repeats student response verbatim), and asks questions. Meanwhile, under the direct influence, she listed: gives information, corrects without rejection, gives directions (and direct pattern drills), and criticizes student behavior (and response).

The influence of teacher talk to favorable learning condition is highlighted by Yanfen and Yuqin (2010) as they confirm that “appropriate teacher talk can create harmonious atmosphere and at the same time promotes a more friendly relationship between teachers and students, and consequently creates more opportunities for interactions between teachers and students”. Similar to the term ‘appropriate teacher talk’, Al Otaibi (2004) used the term ‘positive teacher talk’ to refer to the kind of teacher talk used by the teacher to verbally express positive attitudes (such as positive reinforcement, encouragement, trusting, caring and accepting) towards students in the class.

The function of teacher talk that helps create sound classroom atmosphere is also addressed by Cullen (1998). When he proposed an approach to assess the communicativeness of teacher talk, he included this function in his six categories of teachers' verbal behavior in the classroom: questioning/eliciting, responding to students' contributions, presenting explaining, organizing/giving instructions, valuating/correcting, associating/establishing and maintaining classroom rapport. This is the last category that explicitly underlines the significance of teacher talk to nurture good relationship with the students in class.

Rapport is defined as harmonious, sympathetic relation or connection between people (Senior, 2007). The well-known psychologist, Stevick (1980, in Senior, 2007: p.4), identified rapport (without actually using the term) by making this important statement: “Success depends on materials, techniques and linguistic analyses, and more on what goes on inside and between people in the classroom”.

Rapport is also viewed positively by students. This has been reported by several hundred Auburn University undergraduates who joint in a survey conducted by Buskist and Saville (2011) concerning teacher behaviors that contribute development of rapport. These students told that rapport brought about positive effects on their academic behavior, namely: increasing their enjoyment of the teacher and subject matter, motivating them to come to class more often, and paying more attention in class.

The first stage ‘Getting the Ball Rolling’ happens before the teacher steps into the classroom, and therefore, it is considered as a preparation stage. The second stage ‘Connecting’ begins when the teacher enter the classroom and meet the students with the purpose to create a positive first impression, the first step in building rapport to make them feel valued. The third stage is ‘Strengthening Links’ to build on the connection made in the previous stage

through a small talk in order to make students feel important. The last stage in the opening is 'Bridging' to ensure a smooth transition to the subject matter to be taught.

In addition to Heah's stages of rapport building in class above, there is also a categorization of developing rapport to maintain a good atmosphere proposed by Senior (in Romero, 2009), as follows: remember students' names, regard students favorably, be inclusive (ask everyone), reveal aspects of yourself, react positively to students' initiatives, and be generous with your words and gestures.

Al Otaibi (2004) conducted an analysis on positive teacher talk and found out that it gives positive effects, namely: improving students' performance, increasing students' interaction during the class, and promoting positive students' attitudes towards teachers. The positive teacher talk she analyzed includes five observational categories.

This study was conducted using discourse analysis with a purpose to investigate teacher talk in relation to the teacher's effort to build rapport in a language class. It focused on the talk produced by this English teacher that took place in the classroom interaction. In this regard, the study is directed at finding the answer to the questions to see what kinds of teacher talk to build rapport in the classroom, and how the teacher built and maintained good relationship with her students to create good learning atmosphere.

RESEARCH METHODOLOGY

Type of the Study

This research is undertaken to find out what kind of teacher talk the teacher uses to build and maintain rapport during the teaching learning processes. To approach the goal, this research employed a qualitative method to analyze the teacher talk in an English classroom at MA Darrul Imad Banjar Regency. It is the oral form of teacher talk instead of written form

that is under this investigation. Teacher talk here refers to the language that teachers use in language classroom rather than in other settings.

Subject of the Study

In this research, a speaking lecturer of UNISKA, She is a female lecturer and being a teacher for three nights of speaking English (English community) who taught at the twelve grade of MA Darrul Imad Banjar Regency.

Data Collection

The whole process of teaching within one period of lesson (90 minutes) was recorded using a voice-recorder and video camera to reflect what actually happens in classroom. After the class, a detailed transcription of the recordings worked out in form of a comprehensive written record to be analyzed. After the data are transcribed, the teacher talk was analyzed with regard to the two research questions which the study set out to address.

Data Analysis

This research employees qualitative data analysis on the basis of the recorded results. Thus, non verbal communication (e.g. gesture, facial expression) is not included to support the analysis. The transcribed data were analyzed to answer the two research questions. For the first research question 'What kind of teacher talk does the teacher use to build rapport in class?', Heah's (2007) checklist for rapport building is used especially in relation to verbal communication.

FINDINGS AND DISCUSSION

The teacher was being observed used English all the time during the lesson. She used good English that seemed to be perfectly understood by the students, as they could respond and do what the teacher wanted them to do. Her voice was clear, loud, lively and energetic. The teacher intentionally used English

almost all the time to provide maximum exposure to the target language in class. The teacher said that she used English fully, especially for classroom management, and used Indonesian when making sure the students' understanding about relatively complex concepts.

During the lesson, the teacher's position was standing in front of the class as well as moving around approaching the students. She purposefully avoided to sit down or to stand behind the table as she assumed that it would create distance with their students. By approaching the students, she sent a message that she was available to assist them in learning.

Building Rapport

The first research question is "what kinds of teacher talk does the teacher use to build rapport in class?" In order to answer this question, it is important to analyze the opening stage of the lesson, as Heah (2007) argues that the opening stage is an important moment for the teacher to create conducive atmosphere for learning. Extract 1 below is taken from the first few minutes of the lesson before the teacher started with the main discussion. The analysis of this extract emphasizes on how the teacher verbally builds rapport in the class by referring to Heah's checklist.

Extract 1.

The following conversation is between an English teacher and the twelve grade students of MA Darul Imad Banjar Regency. This particular conversation extract is taken when the teacher began the class through greetings and brief review of the previous lesson. Since there were three new students in class, the teacher would like to know them.

T : Assalamu'alaikum wa rahmatullahi wa barakatuh

S : Wa'alaikumsalam wa rahmatullahi wa barakatuh

T : Morning,

S : Morning

T : How's everybody today? Seems that all seats are occupied. Nobody absent today?

S : No

T : Good. That your friends?

S : Yess

T : Let me, let me, let me, let me, let me choose one, Oh you, I know you already, right? You (pointing) ok (laughing) no, old face, I know, old face. How many of you? Two?

S : Three

T : 1,2, 1,2, 3 oh 3 already.

S : yes

T : No you are not included (laughing), Ok, now, hmm, last no , last meeting, last week we already finish our, what we discussed about ?last week? What did she do?

S : (unclear)

T : (unclear) and Vending machine and also your presentation, remember that? Ok, your presentation, and everybody did very well, I really appreciated that, I really appreciated. And Now what we are going to do, we continue I told you that we are going to continue with something different we are going to start with narrative this week, ok. Remember narrative? You know narrative already I bet so because You learnt narrative when you were in junior high school, right? Did you learn narrative? Remember about narrative? What is it about? What is it about? Narrative? Do you remember anything about narrative? You wanna say something? Give me a word about narrative. Come on. Say something about narrative. Yes, you wanna say something? Narrative?

S : narrative is a story of a....(interrupted by the teacher)

T : it's a story, let me(unclear).What else you know about narrative

Greeting

In the above extract, the teacher tried to make connection with her students through greetings. She used two kinds of expressions of greetings, they are 1) Moslem greetings or *salaam Assalamu'alaikum*

wa rahmatullahi wa barakatuh, and 2) semi formal English greeting *Morning*, and *How's everybody today?*. The *salaam* which means "Peace be unto you and so may the mercy of Allah and His blessings" is a recommended greeting to be used between Moslems, and in Indonesia it becomes a common greeting, considering that the majority of the Indonesian population is Moslem. And the use of English greetings is also reasonable, since the class being observed is an English class. A greeting in the beginning of any encounter seems so simple but actually it gives significant power for subsequent conversation, as it shows attention and suggests a type of relationship or social status between individuals in contact with each other. In the context of classroom, greetings have the function to make connection. Referring to Heah's checklist, greetings when given with warmth and genuine enthusiasm help "break the ice" and connect the teacher immediately with the students.

The teacher said *Morning* instead of full expression good morning. It indicates the teacher's effort to reduce formality and make herself closer to the students. Lowering formality may contribute to decrease students' anxiety level. This becomes particularly important in language learning, because high anxiety is one of the factors adversely affecting successful language learning (Krashen, in Schultz, 2007).

How's everybody today a general, standard greeting to show that the teacher is interested in and care of her students. It lets the students feel valued and, according to Heah (2007), such a feeling encourages students to be receptive and responsive during the process of learning.

Respond Appropriately

After greeting, the teacher checked the students' presence by asking whether any one was absent. When the students answer "No", she listened and responded appropriately "*Good*". Providing appropriate response will strengthen the connection that had

been made in the connecting stage. The teacher's short, firm but sincere response shows her grateful feeling that everybody attended the class. This would potentially make the students feel that their presence was important and it might also mean that the teacher was concerned with the students' health and other conditions that allowed them to come to the class.

Lighten Up (Humor)

There were three new students in the class and that day was the first time the teacher met with those students. She acknowledged their presence by counting the new students one by one. She then made jokes by pointing to a student who was not a newcomer and said "*Oh you, I know you already, right? You (pointing) ok (laughing) no, old face, I know, old face*". She also responded appropriately and humorously by saying "*No you are not included (laughing)*" when another student raised hand pretending that he was one of the new students.

Heah (2007:13) explicitly states that "a sense of humor livens and lightens the learning environment and makes everyone more relaxed and comfortable with each other". She includes humor as one of the components of the strengthening links and Bridging stages to make a smooth transition to the main activity. In a similar vein, Buskist and Saville (2011) reported that based on their survey showing a sense of humor is one of the teacher behaviors contributing to the development of rapport.

Connect/recap past lesson and build up interest in topic

Before introducing a new topic, the teacher drew the students' attention on what they had achieved in the previous meeting. She expressed her appreciation to their success which may lead to the students' motivation to learn the new one: "*we discussed about? Last week? What did she do?*", and "*Ok, your presentation, and everybody did very well, I really appreciated that, I really appreciated*". She wanted

to let the students know how satisfied she was about the students' performance by repeatedly saying ***"I really appreciated that, I really appreciated"***. This part then became a bridge to talk about narrative, the topic of the lesson. Since the students had learnt narratives at junior high school, the teacher elicited their background knowledge about the topic and ensured that they already knew it: ***"Remember narrative? You know narrative already I bet so because You learnt narrative when you were in junior high school, right?"***. This statement also implies encouragement that the topic was of their familiarity and therefore not difficult. It sounds like the teacher would say "Nothing to worry about".

Another communicative device to build rapport in class used by the teacher is inclusive language. In this case, she did not refer to particular students, but any single student was appreciated, by using the word ***everybody***. She also did not build distance with the students, using pronoun ***we***, indicating that she is a part of them.

In this bridging stage, the teacher also used a brainstorming technique in order to build up interest in the main topic: ***"Come on. Say something about narrative. Yes, you wanna say something? Narrative?"*** According to Heah (2007), this technique encourages creative thinking as well shows the students that the teacher respects their ideas and is interested in their responses. This process may lead to creating a collaborative climate that reduces the teacher's role as the authority who knows everything and the students as passive receivers of the knowledge. Brainstorming, therefore, is an effective way to have a student-centered learning.

From Extract 1 analyzed above, it can be concluded that the teacher had gone through the rapport building framework proposed by Heah (2007). The talk the teacher produced indicates the teacher's effort to build good relationship with the students in the class through different stages: connecting, strengthening

links and bridging. The analysis result is presented in the following table:

Teacher Talk	Checklist for Rapport-Building
<p>Assalamu'alaikum wa rahmatullahi wa barakatuh Morning How's everybody today?</p>	<p>Connecting Stage: Greeting</p> <ul style="list-style-type: none"> ✓ Greeting warmly and less formally using Moslem greeting 'salaam' and common English greetings to break the ice, reduce formality and value the students' presence.
<p>Good</p> <p>Oh you, I know you already, right? You (pointing) ok (laughing) no, old face, I know, old face.. No you are not included</p>	<p>Strengthening Links Stage Respond appropriately</p> <ul style="list-style-type: none"> ✓ Responding appropriately to students' answers to show the teacher's concern on the students' presence and their good condition. <p>Lighten Up</p> <ul style="list-style-type: none"> ✓ Using humor to lighten up and liven the learning environment so that the students feel relaxed and comfortable.
<p>We discussed about? Last week? What did she do?</p> <p>Ok, your presentation, and everybody did very well, I really appreciated that, I really appreciated". Remember narrative? You know narrative already I bet so because You learnt narrative when you were in junior high school, right? Come on. Say something about narrative. Yes, you wanna say something? Narrative?</p>	<p>Bridging Stage Connect/recap past lesson</p> <ul style="list-style-type: none"> ✓ Connecting the past lesson to the new one through questions that dig up the students' memory. By this way the students feel secure and comfortable as the lesson move from familiar to unfamiliar. <p>Build up interest in the topic (Brainstorming)</p> <ul style="list-style-type: none"> ✓ Rewarding the students' previous achievement to motivate them to learn the new one. ✓ Using the brainstorming technique to elicit the students' background knowledge to promote creative thinking, collaborative climate and student-centered learning. ✓ Using inclusive language (e.g. everybody, we) to appreciate all students and show the teacher' attachment to the class.

Maintaining Rapport

A few minutes in the very beginning of the class has the function to build rapport by engaging students in a small chat informally and friendly. Leaving this opening stage, the students felt relaxed and comfortable to move on to the next stage, that is, the main learning activity. This smooth process of transition brings to the real business, discussing Narratives. The following selected extracts are taken during the lesson to address the second research question: "How does the teacher maintain good rapport through teacher talk during

the teaching-learning process in class?”. This question is important because there would be no use to build rapport in the opening when the rest of the class hours were not dedicated to maintain what has been built.

Al-Otaibi's (2007) observational categories of positive teacher talk, that includes positive reinforcement, encouragement, trusting, caring and accepting, were used to analyze how the teacher maintained the rapport.

Extract 2. Introducing the topic

This extract was taken during the lesson, when the teacher introduced the topic of the lesson, narrative. Since the students had learnt it when they were at junior high school, the teacher continued eliciting the students' background knowledge about narrative.

T : story about animal, yes, what else? What else you know about narrative? Ok, Nobody knows about narrative? Nobody else wanna add? More words about narrative? You need that computer? (asking on of her student) ok, thank you. Ok now hmm If we talk about narrative, remember what you learnt when you were in junior high school? There are 3 things that we need to keep in mind narrative. There are 3 things when telling narrative, main important things. The first is....

S : past tense

*T : **yah we use past tense, yes thank you, that's good** We use past tense in narrative, yes. One of it, and any other **things that you Remember about narrative?** About story, yes. What story? One of you says it's about animal, yes*

S : pengalaman (whispering)

T : sorry? About, about what?

S : experience

T : about experience, yes ,whose experience?

S : uhmm someone

*T : someone's experience, yours experience can be, you can, you can make it in narrative, yes. What else? When we write a narrative, what 3 main important things that we need to pay attention. It's not just like you write without any organization, the first thing you need to pay attention to the 3 main things in narrative. **Remember that?***

(silent)

*T : the first talking about? **Don't you remember? In narrative? I give you the clue, O, start with O.***

S : object

T : sorry? Not not object

S : observation

T : No

S : oh I forgot

S : orientation

*T : orientation! **Perfect!** Orientation, remember that? **you know that. Ok, see, you know that orientation,,,** where you put orientation, that the first one and then ok, resolution here*

Positive reinforcement

In the above extract, the teacher discussed some main features of narrative by having questions and answers with the students. This kind of classroom interaction is called scaffolding strategies, that is, to involve students in building one another ideas (Kovalainen et al, 2001 in Petkova, 2009). The teacher tried to elicit the students' background knowledge about narratives using stimulating questions or evocative strategy (based on Kovalenin's scaffolding strategies). When one of the students responded the first main feature correctly, the teacher showed positive attitude by appreciating him for his contribution "**yah we use past tense, yes thank you, that's good**" and rewarding: "**Perfect!**" by this way, the teacher urged the students' participation in class discussion and valued their responses. The acknowledgement to students' capability seemed to make them feel confident. It is indicated by continuous supply of answers, although short answers, from the students that made the discussion kept on going.

Encouragement

After the student provided a correct answer, the teacher elicited further elaboration of the features of narratives. She encouraged the students to give more answers: "**One of it, and any other things that you Remember about narrative?**", and assuring them

that they knew the answers: **"Remember that?"**, **"Don't you remember? In narrative?"**. When the students did not respond, she patiently facilitated by providing a clue: **"I give you the clue, O, start with O."** This facilitative talk encouraged them to guess the answers and finally gave the correct one. In this case the teacher was very patient to wait until the students found the correct answer by themselves, indicating that she believed in the students' ability of the topic being discussed.

Trusting

The teacher kept encouraging the students to give responses and appreciated any answers they provided. She believed that her students had the knowledge and expressed it explicitly: **"You know that. Ok, see, you know that orientation..."** This statement obviously indicates the teacher's trust in the students' ability through her discourse, and eventually can trigger their motivation to learn more. This is in line with Turner's (2003, in Petkova, 2009) study that the teacher's discourse and instructional practices have significant effects on students' performance and motivation.

Extract 3. Discussing the story

Having reviewed the main features of narratives with the students, the teacher read aloud a story 'Winnie the Witch' and showed the story on the LCD screen. After that, the class talked about the message in the story.

T : Bright? just like you say that the meaning of the color black is just like dark just like sadness

S : But we need bright and dark color

T : we need the combination. Ok excellent. Next you wanna say something else? Try to say it Don't change something if eehhm because you like or not, Because, uhhm

T : don't change something because we like it or we don't, we like it or not, but because? doesn't mean that something else, that something, it means that something like or doesn't like it too. I mean that the same, ok so, If I like it doesn't

mean that you like it, is that right? Ok, you agree with that? She's trying to say that, if I like it doesn't mean that you like it. Ok if I ask you to for example, why don't you just cut your hair like uhhh spike hair and make it like, do you think you like it, You like it like having spike hair just.. (unclear) stand up upward like this, you like it? No, so it doesn't mean, but I like it for example, it doesn't mean that if I like it Then I can change her to whatever I like, ok, so someone else Has their own desire,, it doesn't mean that We can't force her/him to do something as we wish.

Anybody else? yes

S : I think have fun is not about live in colorful house. When you have friends it means you have fun with them, so Winnie shouldn't kick Wilbur out

T : Ok. Ok so having fun doesn't mean living?

Extract 4. Monitoring pairwork

After discussing the story, the teacher gave the students task related to story. She asked the students in pairs to write dialogues based on a series of pictures. The following conversation was taken when the teacher monitored the pair-work and took the work that had been done well by a pair of students and showed it to another pair of students who seemed to have problem with the task.

T : Done?

No need to do with something that, Focus on the dialogue, focus on the dialogue, that's not that important. Focus on the dialogue and you think about

They almost done, think about the dialogue, ok, that's good, really good

Have your paper? Don't liter, Don't liter

Excellent, very good, can I, can I, borrow for awhile? can you see this one? Isn't it Good? Ok, that's good, ok. keep working. keep on working

Excellent

Sorry, you can start cutting the first two And you cut and you put it here, ok, you can start work, while he is writing, you start cutting the first two and put It here.

S : ok.

Extract 5. Closing the class

The teacher was going to close the class by assigning the students to continue working on the story at home.

T : Is it clear everybody? Is it clear?

S : Yes

T : Very good, so, finish it and show me next meeting and I'll show you the narrative version then you are going to make your own narrative

Ok, do you have any questions before we dismiss

S : No

T : No questions? Everything is clear?

S : Yes

T : Very good, enjoy doing that?

S : Yes

T : You have your own comic, you can think of being the one who make comic in the future. Ok, thank you very much. I'll see you again next, hmm, what day?

S : Tomorrow

T : Tomorrow? Ok, so tomorrow I'm going to see your comic tomorrow.

Accepting

From the beginning of the lesson, the teacher tried to engage the students in the lesson by encouraging them to participate in the discussion. She valued any response no matter right or wrong, or complete or incomplete, she accepted the answers first and then went on asking for different opinions: "***We need the combination. Ok excellent. Next you wanna say something else? Try to say it***", "***Anybody else? Yes***" and "***Ok. Ok so....***" It has been a common pattern developed by the teacher in her discourse that she used any answers offered by the students to maintain good interactions that promote their participation in the discussion. By this way, the students were more likely to take risks of making mistakes and willing to respond, since based on the teacher talk during the lesson the teacher never turned them down for wrong or incomplete answers.

Caring

In Extract 4, the teacher walked around the class to check whether the students did well in pairs. When she found out a pair of students having problems, she helped them by borrowing a work of another pair as an example: "***Excellent, very good, can I, can I, borrow for awhile?***" and showed it to the students who had problems: "***Can you see this one? Isn't it Good?***". She kept on going around the class, encouraging the students: "***Ok, that's good, ok. Keep working. Keep on working***" and praising them: "***Excellent***".

Extract 5 was taken towards the end of the class. The teacher wanted to ensure that everyone understood: "***Is it clear everybody? Is it clear?***", "***Ok, ok, do you have any questions before we dismiss?***", and again made sure that everyone knew what they had to do: "***No questions? Everything is clear?***", "***Very good, enjoy doing that?***".

From her talk, it is obvious that the teacher really cared her students' understanding of the lesson and their feeling. This affective factor becomes one of the important influencing factors in successful learning of a language. Jensen (1995, in Andres, 2002) conducted a brain-based research and found out that there is a critical link between emotions and cognition, and drew a conclusion that in a positive state of mind, the learner is able to learn and recall better. In this case, the role of teachers is very important to design appropriate lessons and to make students feel good, as Brown (1994) argues that good teachers succeed because they give optimal attention to linguistic goals and to personhood of their students.

The following table shows the summary of teacher talk with regards to the teacher's effort to maintain rapport during the lesson.

Teacher Talk	Observational Categories of Positive Teacher Talk
<i>yah we use past tense, yes thank you, that's good Perfect!</i>	<p>Positive reinforcement</p> <ul style="list-style-type: none"> ✓ Showing positive attitude by appreciating the students for their contribution and rewarding to urged their further participation in class discussion and value their responses.
<i>That you remember about narrative? Remember that? Don't you remember? In narrative? I give you the clue, O, start with O.</i>	<p>Encouragement</p> <ul style="list-style-type: none"> ✓ Using probing or stimulating questions to elicit further elaboration and to assure the students that they are capable. ✓ Providing clues to encourage students to find the expected answers.
<i>You know that. Ok, see, you know that orientation...</i>	<p>Trusting</p> <ul style="list-style-type: none"> ✓ Appreciating any answers the students' responses to show the teacher's trust in the students' ability
<i>we need the combination. Ok excellent. Next you wanna say something else? Try to say it Anybody else? Yes Ok. Ok so ...</i>	<p>Accepting</p> <ul style="list-style-type: none"> ✓ Valuing any response no matter right or wrong, or complete or incomplete. The teacher accepted the answers first and then went on asking for different opinions.
<i>Excellent, very good, can I, can I, borrow for awhile? Can you see this one? Isn't it Good? Ok, that's good, ok. Keep working. Keep on working Is it clear everybody? Is it clear? Ok, ok, do you have any questions before we dismiss No questions? Everything is clear? Very good, enjoy doing that?</i>	<p>Caring</p> <ul style="list-style-type: none"> ✓ Helping students in accomplishing tasks, providing examples, encouraging and praising, making sure they understand, and pay attention on the students' feeling.

CONCLUSION

Rapport is defined as harmonious, sympathetic relation or connection between people, success depends on materials, technique and linguistic analyses, and more on what goes on inside and between people in the classroom. Rapport is viewed positively by students. These students told that rapport brought about positive effect on their academic behavior, namely: increasing their enjoyment of the teacher and subject matter, motivating them to class more often, and paying more attention in class.

The influence of teacher talk is very significant in creating favorable condition for learning. It promotes interactions between teachers and students. Through teacher talk, rapport can be built and maintained. In this research, this view is confirmed by means of teacher-students interactions related to the teacher's effort to create rapport in her English class. The teacher built rapport through stages that contain different types of teacher talk: greeting (connecting stage), responding appropriately and lightening-up (strengthening link stage), connecting or recapping past lessons, and building-up interest in the topic, brainstorming and using inclusive language (bridging stage). Once the rapport was established, she maintained it through positive teacher talk (i.e. positive reinforcement, encouragement, trusting, accepting and caring).

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