



BUAP

**BENEMÉRITA UNIVERSIDAD
AUTÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

Thesis:

**A multimodal interaction analysis of rapport in
elementary schools from central Mexico**

**A thesis submitted to the School of Languages for the Degree of
MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS (MEI)**

WANDA ALEJANDRA HUERTA ROJAS

Director

DRA. TERESA AURORA CASTINEIRA BENÍTEZ

Puebla, Pue. September 2021



A dissertation entitled

**A multimodal interaction analysis of rapport in elementary
schools from central Mexico**

By
Wanda Alejandra Huerta Rojas

Submitted to the Facultad de Lenguas
As a partial fulfillment of the requirements for the
degree of Maestría en la Enseñanza del Inglés

Teresa Aurora Castineira Benítez, Ph.D., Thesis Director

Michael Thomas Witten Ulrich Ph.D., Committee Member

Elizabeth Flores Salgado Ph.D., Committee Member

Leonor Juárez García, Master, Committee Member

Table of contents

Tables	6
Figures.....	6
Abstract.....	7
Acknowledgements.....	8
Dedications	9
Chapter 1: Introduction	10
1.1 Introduction.....	10
1.2 Purpose of the study.....	11
1.3 Rationale	12
1.4 Context.....	13
1.5 Research Questions	14
1.6 Conclusion	14
Chapter 2: Literature Review.....	16
2.1 Chapter Introduction	16
2.2 Primary school educational system in Mexico	16
2.3 Rapport.....	17
2.4 Rapport in Elementary School	19
2.5 Rapport Establishment	20
2.6 Rapport’s Body Language	22
2.7 Multimodality	23
2.7.1 Modes.....	25
2.7.2 Embodiment, mediated and frozen actions	28

2.8 Classroom Organization.....	29
2.9 Classroom Management.....	31
2.10 Conclusion	33
Chapter 3: Methodology	34
3.1 Introduction.....	34
3.2 Methodology.....	34
3.3 Research Context	35
3.4 Instruments.....	36
3.5 Data Collection Process and Analysis	39
3.5.1 Ethical implications	39
3.5.2 Data collection process	39
3.6 Conclusion	40
Chapter 4.....	41
4.1. Introduction.....	41
4.2 Class 1.....	42
4.2.1 Classroom organization	42
4.2.2 Rapport and body language	45
4.2.3 Modes.....	46
4.3 Class 2.....	49
4.3.1 Classroom organization	49
4.3.2 Rapport and body language	52
4.3.3 Modes.....	54
4.4 Private school comparison of T1 and T2	55
4.5 Class 3.....	56
4.5.1 Classroom organization	56
4.5.2 Rapport and body language	58
2.5.3 Modes.....	60

4.6 Class 4.....	62
4.6.1 Classroom organization	63
4.6.2 Rapport and body language	64
2.6.3 Modes.....	66
4.7 Public school comparison of T3 and T4	69
4.8 Conclusions.....	70
Chapter 5 Conclusions	71
5.1 Introduction.....	71
5.2 Rapport Interactions.....	71
5.3 Multimodal gestures.....	73
5.4 Student's behavior	74
5.5 Limitations of the study	76
5.6 Directions for further research	77
5.7 Implications.....	77
5.8 Conclusions.....	78
References.....	80

Tables

Table 3.1 Rapport Observation Sheet	37
Table 4.1. Permission.....	42
Table 4.2 Recess.....	48
Table 4.3 Absences	50
Table 4.4 Settle Down ..	60

Figures

Figure 2.1 Classroom Layout (Stronge et al., 2004)..	30
Figure 2.2 “Panopticon Event” (Scollon & Scollon, 2004, p. 40)..	32
Figure 4.1 Private School Classroom Layout	42
Figure 4.2 T1 Movement	45
Figure 4.3 T1 Book Distribution.	48
Figure 4.4 T2’s Movement.	51
Figure 4.5 T2 Hug..	52
Figure 4.6 Present and secret ..	53
Figure 4.7 Public School Classroom Layout.....	56
Figure 4.8 T3 Movement ..	58
Figure 4.9 T3’s Posture ..	61
Figure 4.10 Take one, and pass around the rest.....	62
Figure 4.11 T4’s Movement	64
Figure 4.12 Student tripping ..	65
Figure 4.13 T4 asking a question ..	67
Figure 4.14 T4’ Excuse me gesture .., ..	68

Appendixes

Appendix A – Observation Sheets.....	87
Appendix B – Observation Sheets.....	89

Abstract

Rapport is a positive mutual relationship that is marked by affinity and harmony (Nadler, 2007).

This paper aims to understand the way teachers from public and private elementary schools establish rapport with their students by exploring which and how gestures, influence the students' behavior.

This is a case study that uses an approach proposed by Norris (2004, 2011, 2016, 2019) named Multimodal Interaction Analysis. This research takes place in Central Mexico and four teachers from private and public schools were observed using a Rapport Observation Sheet that is a modified version of Pianta's (1999) Teacher-Student Relationship Scale, and recordings were analyzed. Extracts and screenshots were taken from the recordings where the interactions show the establishment of rapport or the lack of it. Results show that the establishment of rapport increases students' participation and engagement towards the class and their learning process. On the contrary, the lack of rapport establishment causes low class participation, decreases communication between teachers and students, and does not allow an enjoyable classroom atmosphere, neither for teachers nor for students. This project targets to shed some light on the importance of rapport building inside the student-teacher interactions in the primary school classroom.

Acknowledgements

I would like to thank Dr. Teresa Aurora Castineira Benitez for her infinite wisdom and generosity. Thank you for all the support throughout my academic and personal life. For working with me once again and believing in the importance of this topic.

Special thanks to Elizabeth Flores Salgado Ph.D. and to Leonor Juárez García M.A. for your valuable classes, for your time and dedication. And to Dr. Michael for your support during the program.

Finally, I am grateful for the support provided by Consejo Nacional de Ciencia y Tecnología (CONACYT) because its work helps strengthening the scientific development in Mexico.

Dedications

This one is for me.

Chapter 1: Introduction

1.1 Introduction

Children can develop, learn, and thrive when they have healthy relationships with their educators (Gordon & Bayrami, 2018). Lim, Tang, and Tan (2013) define rapport as a “harmonious relationship that can be built by creating emotional connections between teacher and student and between student and subject matter” (p. 2). The following thesis explores the establishment of rapport inside elementary schools in central Mexico through a qualitative research methodology as this kind of research is used to “understand and explore behaviors, opinions, and experiences from the participants’ perspective” (Pickering , Phibbs , Kenney , & O'Sullivan , 2020, p. 383). The approaches selected were a case study to develop an in-depth understanding of the interactions (Pickering et.al., 2020) inside the previously mentioned context and multimodal interaction analysis, which is an approach proposed by Norris (2004; 2016). The data collection methods used were observations, observation sheets, field notes and recordings of the classes.

Multimodal interaction analysis allows the researcher to investigate language as well as other nonverbal channels of communication that individuals perform with other people, the environment and the objects within it (Norris, 2004; 2016). According to Kress and van Leeuwen (1998) messages are articulated not only by words but through “speech-sounds, rhythm, intonation; accompanied by facial expression, gesture, and posture” (p. 186). Norris (2004) also points out that all interactions are multimodal, multimodality studies

“Nonverbal channels such as gesture, posture, or the distance between people because it can – and does – carry meaning in any face-to-face interaction. All movements, all noises,

and all material objects carry interactional meaning as soon as they are perceived by a person” (p. 2)

And while a person is trying to understand the content of what is being spoken, they have already missed the messages that are simultaneously being sent by the speaker through other modes (Norris, 2004 p.12). Multimodality is used in this paper to explore which modes are employed in the establishment of rapport because rapport is built through a variety of verbal and nonverbal behaviors (Webb & Barret, 2014, p. 12). Individuals respond to events by glances, looks, postural shifts that carry meaning (Goffman, 1981); therefore, modes such as gesture, gaze, posture, music, layout, and proxemics are considered inside this analysis of rapport establishment between teachers and their students.

1.2 Purpose of the study

The purpose of this study is to gather insights into the establishment of rapport between teachers and children from elementary schools in central Mexico to determine whether this relationship variable has any influence on the behavioral outcomes of the students. This paper also aims to shed some light on rapport establishment to observe its effects on students’ behavioral outcomes, because children display comfort or discomfort to specific situations through behavior (Gordon & Bayrami, 2018, p. 2). Multimodality provides the tools to analyze the interactions that take place inside a classroom. According to Kress (2000), to understand language, all modes of communication should be considered. Norris (2016) states that modes are constructed by actions and actions take place during interactions, modes are systems by which psychological, physical, and sociocultural dimensions are mediated by social actors and the objects within it (p. 49).

The actions mentioned above can be classified as lower-level, higher-level, and frozen actions which will be categorized by the analysis of six elementary school classes. These classes were observed and recorded in February of 2020 before the global pandemic had broken out. A rapport observation sheet was used to gather insights into the establishment of rapport, this sheet used a modified version of Pianta's (1999) Student-Teacher Relationship Scale (STRS) where some multimodal elements were included to enable richer analysis. Field notes were also taken that included the classroom layout and teacher's movement. These data collection artifacts facilitated further analysis of the recordings, especially because inside these settings interactions are abundant due to the number of students public and private institutions have in Mexico.

1.3 Rationale

Rapport is a topic studied in several disciplines such as psychology, medicine, and marketing; relationships such as customer-employee, psychotherapist-client, interviewee-job applicant, and roommates have been examined (Gremier & Gwinner, Costumer-Employee Rapport in Service Relationships, 2010). In education, authors have studied rapport in universities (Burke-Smalley, 2018; Covarrubias-Papahiu & Piña-Robledo, 2004; Hussain, Nawaz, Nasir , Kiani , & Hussain, 2013) and high schools (Grahe & Bernieri, 1999; García-Rangel, García-Rangel, & Reyes-Angulo, 2014; Kahlori, 2014; Košir & Tement, 2013). There are papers of rapport in elementary schools in Malaysia (Lim, et. al., 2013), Australia (Leitão & Waugh, 2007), and the United States of America (Nathan, 2018).

A study in elementary Latin American schools was carried out by Ramírez and Viteri (2016) where one of the variables analyzed was if the students had an environment that supported learning through healthy teacher-student relationship. In this study, questionnaires were applied

to teachers from Mexico (among other seventeen countries) to verify the influence this relationship had on results in mathematics. Nonetheless, inside the Mexican context rapport studies mainly focus on the learning process from university students (Escobar-Medina, 2015; García-Rangel et.al, 2014; García-Rangel, & Reyes-Angulo, 2014). Teachers can benefit from a study inside the elementary educational level because according to the National Institute To Evaluate the Mexican Education (INEE, 2019) in 2018 there were over 14 million students in elementary school. This paper may help primary school teachers and educators in general to understand how interactions are carried out inside their classes through a multimodal perspective and if rapport plays a role in the students' behavior.

Multimodal interaction analysis has been used to comprehend the way participants behave in household settings (Norris, 2004; 2016). Nevertheless, it has not been used to analyze classrooms environments which have a plethora of interactions. Multimodal interaction analysis is a theoretical framework to understand all the elements that take part inside interactions. Therefore, this paper can also contribute to the study of multimodality inside the school setting, especially in two primary schools in Latinamerica.

1.4 Context

This research was carried out in two elementary schools in Central Mexico; the first one was a private school, where a third-grade class was observed. Within this setting, one tenure teacher and one English teacher were observed and recorded with the written consent of the school principal and the learners' parents who authorized the collection of data. The second school is a public one, where a sixth-grade class was observed after written authorization was given by the principal of the school, a supervisor from the Mexican Secretariat of Public Education (in Spanish Secretaría

de Educación Pública, SEP), both teachers, and the children's parents. Two teachers were observed as well, the English teacher and the teacher who has tenure and is responsible for teaching the rest of the subjects.

1.5 Research Questions

These are the research questions that guide this study:

1. How do elementary school teachers from private and public schools establish multimodal rapport interactions in institutions from central Mexico?
2. What multimodal gestures are found in the establishment of rapport inside the previously mentioned context?
3. How do multimodal rapport interactions from elementary school teachers influence their students' behavior in private and public schools in central Mexico?

1.6 Conclusion

In chapter 1, this paper presented the aims and context of this research, it also provided a brief introduction to rapport and multimodal interaction analysis as well as information about the context of the research. Chapter 2 presents a critical review of the literature that sets the theoretical framework this study follows. Chapter 3 deals with a thorough description of the methodological procedures used, as well as the instruments that were chosen to select, gather, and analyze data. Chapter 4 is where the results of the observations and the recordings are presented in addition to some transcripts that illustrate rapport interactions. Chapter 5 states the discussion and the implications this research had in this specific context, as well as some of the limitations this work

encountered, and suggestions for further research. The following chapter presents the theoretical framework that supports this research.

Chapter 2: Literature Review

2.1 Chapter Introduction

This chapter presents the theoretical foundations upon which this study is founded. First, a brief overview of the Mexican educational system will be provided. Second, general definitions of rapport will be discussed, as well its characteristics in elementary school, how it is established, and the body language strategies used to do so. Finally, this chapter also discusses multimodality, including modes and embodiment, classroom organization and management.

2.2 Primary school educational system in Mexico

The Mexican educational system is ruled by the Secretary of Public Education (SEP) which is in control of the school calendars, enrolments, designing and distributing free textbooks, and teacher training for public schools. In Mexico elementary school lasts six years, children usually start elementary school when they are six years old in first grade and finish when they turn twelve in sixth grade. SEP sets the curricula for public and private institutions; however, private schools are free to add more subjects if they cover the ones established by SEP (Monroy & Trines, 2019).

SEP's curriculum includes subjects such as Spanish, Mathematics, Social Studies, Physical Education (P.E.), Natural Sciences, Civics, and Arts and English after third grade. Inside public schools one teacher is responsible to teach all the subjects except for English and P.E. The main teacher has tenure and is sometimes responsible for the same group of students two years in a row. Private schools can work similarly; however, in some cases there is a teacher for each subject. There are also bilingual schools where students learn several subjects in English such as Natural Science or History. Private schools are responsible for hiring their own teachers as opposed to the

SEP scenario where teachers are hired by the secretary by doing an opposition exam where they get their tenure. (Educación Primaria, 2020)

2.3 Rapport

For many years, rapport was not taken seriously (DePaulo & Bell, 2009), perhaps that is why literature tends to ignore it (Buskis & Saville, 2001). Nevertheless, rapport is a familiar concept that can be perceived as easy to identify but trying to provide a precise definition can be difficult (Gremler and Gwinner, 2000). These authors also argue that rapport is “the quality in a relationship” (p. 82) which includes a certain level of ‘chemistry’ between the participants, but this relationship is marked by “harmony, accord, conform and affinity” (p. 82)., They also suggest that rapport has two dimensions, the first one is a personal connection and the second one is an enjoyable interaction. Rapport is “an overall feeling between two people encompassing mutual trust and prosocial bond” (Faranda & Clarke, 2004).

Rapport is defined by Capella (1990) as a feeling experienced in an interaction with another person, this feeling has positivity and coordination or balance, where it is necessary that both participants are equally interested in one another to be able to achieve the feeling of being “in sync” that requires a high level of behavioral coordination. And according to DePaulo and Bell (2009) it is “a genuinely interactive phenomenon” (p. 305), because it refers to something done by two or more people.

However, rapport’s quality changes depending on the people that are establishing the relationship. For example, for roommates, quality means being able to communicate and understand each other mutually, for a customer-salesperson quality rapport is to be able to show empathy and sympathy. While inside a therapist and a patient relationship, it might refer to an

emotional tie and good chemistry. Inside the literature of therapy rapport is located on the patient, and Freud suggested that the intervention of the therapist should only be done until the patient trusts the therapist (DePaulo & Bell, 2009). Therefore, the definitions vary depending on the setting that is being analyzed but this paper focuses on rapport inside the educational context (Gremier & Gwinner, 2000).

Rapport in education was defined by Kahlori (2014) as the interpersonal side of teaching. Haynes and Backell (2011) state that rapport is about relationships and that one of the most important goals of a teacher is to build a positive classroom atmosphere where the students are willing and comfortable enough to learn, which can be achieved by building positive rapport. Authors such as Frisby and Martin (2010) suggest that the term rapport is “relationship-centered” (p. 147) because it captures what is experienced inside an interpersonal relationship; however, inside a classroom the teacher establishes a plethora of relationships that should also be considered.

In education, rapport has been analyzed within different settings. Several papers focused on education inside the university context, which examined this variable as the relationship between teachers and students (Burke-Smalley, 2018; Covarrubias-Papahiu & Piña-Robledo, 2004; Dyrenfort, 2017; Frisby & Martin, 2010; Webb & Barret, 2014). Hussain et.al (2013) found that university students believe that when their teachers learn about who they are as individuals this can help them achieve success in their learning process which benefits both teachers and learners.

Košir and Tement (2013) found that high school students with “higher perceptions of teacher personal support at the beginning of the school year have better achievements at the end of the school year” (p. 17). Authors such as García-Rangel et.al. (2014), Grahe and Bernieri (1999) and Kahlori (2014) have also studied rapport at this level. As for secondary school there is a study

carried out by Capern and Hammond (2014) where students stated that they valued when teachers “respect them, promote cordial and friendly interactions, display warmth, understanding and patience; and support their learning” (p. 46). The following section explores rapport within elementary schools, which is the main focus of this paper.

2.4 Rapport in Elementary School

Within elementary school settings there have been studies such as the one done by Nathan (2018) where elementary school students in the USA answered a questionnaire and stated that they did not have good rapport with their educators, while teachers affirmed that they were establishing good rapport. Leitão and Waugh (2007) performed a study in Australia and identified that primary schools students would like to get along well with their teachers, and wished their teachers could care about them. Learners also expressed that it was difficult to approach their teachers when they were busy (p. 20).

Another study was done by Lim et. al. (2013) in Malaysia where awards to “excellent teachers” are given every year, these researchers analyzed six of these teachers through recordings, interviews and focus groups. Three of the teachers established great rapport and some of the characteristics drawn from this study were that teacher who took good care of their learners, also seemed to know their students background and the difficulties they had with the subject being learnt. Inside this harmonious relationship that was based on mutual trust and a high level of respect, learners felt confident to participate because the teachers displayed a positive attitude when solving doubts and misunderstandings.

According to Gordon and Bayrami (2018) “when children feel safe and supported, they are freed up to engage, focus, learn, grow, and feel happy” (p. 3). Pianta (1999) noticed many effects

after having established a positive relationship with his students, no classroom management issues arose, high motivation, good performance. “In other words, adult-child relationships are critical regulators of development; they form and shape.” (Pianta, 1999, p. 17). We now move on to discussing how rapport is established.

2.5 Rapport Establishment

According to Lim et.al, (2013, p.1096), rapport starts being established before the class starts, these authors suggest that teachers should welcome their students warmly to invite them into their learning community. Nathan (2018) claims that the first minutes of the class should be used to talk to students about topics that are not related to the class, since these minutes are valuable for getting to know learners based on the questions that are asked and answered. Lim et.al. (2013) point out that there are qualities that can enhance the establishment of rapport. For example, when the teacher shows genuine interest for the learners’ progress and when teachers respect pupils as learners and individuals.

One criterion for the students to establish a healthy relationship with the teachers is trust because learners need to feel that their teachers are trustable which augments motivation and connectedness, this is done by sharing personality traits and experiences. Teachers should also aim to achieve an enjoyable atmosphere where students feel confident and relaxed by having positive emotional response towards the students’ feelings and needs (Buskist & Saville, 2001; Lim et.al., 2013). Three elements were identified by Leitão and Waugh (2007) as key aspects inside a good teacher-student relationship, the first one is connectedness with students where the teacher shows personal knowledge of the students, genuine care and interest in their lives, sensitivity to the learners’ emotions and needs, and supportive attitude towards them. The second

element is availability that refers to being easily approached by students concerning emotional, academic and social issues. The third element is communication where teachers demonstrate good verbal, non-verbal and listening skills (p. 5).

Lim et. al. (2013) found that in elementary school, rapport can be established when the teacher acts as a playmate and a partner of the pupils because when the teacher engages in the same activities as the students, they can also experience if their own class is fun and interesting. Children like to be cared and loved; therefore, by showing concern and caring for students' teachers are able to relate well to their students, but this attention needs to be adequate for the students' personalities (Lim et al., 2013). Teacher can also avoid scolding learners when they fail to do homework or an assignment inside the classroom, instead the learner can be asked to determine the reason why this happened (Durden, 2011). Time also needs to be invested in understanding the pupil's background to recognize why students behave the way they do in the classroom. Keeping promises is also very important for children, Durden (2011) proposes the idea of emotional piggy bank in which a person can make deposits when one avoids criticizing a kid, uses positive feedback, and acknowledges efforts.

Another way to strengthen positive and healthy relationship is by identifying the difference between misbehavior and stress behavior. Reducing students' stress in children can help them have better social connections (Gordon & Bayrami, 2018). Gordon and Bayrami (2018) also suggest that respectfully listening to children provides the classroom with new and unique perspectives, but it also makes it easier for the learner to respond to the interactions shared with the students. Teachers can also establish rapport when they stay after the class for the students that need extra help and if they attend extra-curricular activities (Nathan, 2018). Even when literature states that rapport can be built through verbal cues, there are also several non-verbal prompts that contribute

to its establishment. The next section explores the way rapport can be established by using body-language.

2.6 Rapport's Body Language

“It would be better to think of our actions in ongoing social interaction as deriving from our senses of who we are more than from any conscious process of inferential interpretation” (Scollon, Scollon, & Jones, 2012, p. 16). Grahe and Bernieri (1999) found that in the theory of rapport there are visual and non-verbal features that are perceived by the participants in the interaction. Non-verbal gestures were also observed by Lim et.al. (2013) in the establishment of rapport, these gestures included smiling, engaging in eye contact and gentle pats on the shoulder, high fiving or giving learners thumbs up.

Rapport is also built through nonverbal behaviors such as facing the other person, leaning forward, making eye contact, and mimicry of the other person through posture, facial expressions, tone of voice and mannerisms (Nadler, 2007). Some other techniques to improve rapport building include “matching the body language, such as eye blinks, head nods and finger movement, eye contact and matching breathing rhythm” (Lim, et.al., 2013, p. 1094)

“The qualities of or the way information is exchanged (tone of voice, posture or proximity, timing of behavior, contingency or reciprocity of behavior), as noted earlier, may be even more important than what is actually performed behaviorally; it has been suggested that these qualities carry more information in the context of a relationship than does behavioral content.” (Pianta, 1999, p. 76)

Therefore, it is fundamental to pay attention to rapport's body language traits in order to identify if it has been established at all. Some of the cues mentioned above are a good way to

identify if the participants are having good rapport. Pianta (1999) mentions posture because can express whether a person is paying attention to his/her interlocutor or not. Inside a classroom if most of the students are leaning forward, it means rapport has been established and learners are listening; however,, if the learners are leaning backward it means there is a lack of rapport and attention (Shafer, 2016).

As for reciprocity of behavior, mirroring is a technique where rapport is established by adopting the same posture that one's interlocutor has, one can also assume a posture and if the other person follows it, rapport has been established. There are certain open and closed body positions that can indicate the level of threat perceived, a person with uncrossed legs and arms is experiencing positive rapport and does not feel threatened, while a person who does not feel comfortable tends to assume a posture to "protect themselves" (Shafer, 2016). In order to analyze the many conducts rapport uses for its establishment, multimodality was selected. The section below expands on this topic.

2.7 Multimodality

Multimodality bases itself on the assumption that meaning is made through many means, which are called modes such as gaze, posture, gestures, music, prints, clothes, and language, that a culture has shaped for the purpose of communicating a certain meaning or message (Kress et al., 2005, p.21). "Multi refers to the fact that modes never occur by themselves, but always with others in ensembles. Multimodality is characterized therefore by the presence and use of multiple modes (Kress et al., 2005). Hence the importance of the multimodal analysis given the fact that inside any classroom there are several modes working simultaneously.

Multimodality allows to investigate language as well as other modes more accurately as part of the interactions that individuals perform with other people, the environment and the objects within communication (Norris, 2004), because “communication is inherently multimodal” (O'Halloran, 2011, p. 6). Jewitt (2008) states that multimodality covers a tradition of psychological and linguistic foundations that first analyzed print literacy from an anthropological and sociological theory to later analyze discourse theory (Goffman, 1964; 1981). Kress (2000) and van Leeuwen (1998) provided the foundations of multimodal research through “an approach to language model of meaning in potential words and structures” derived from Halliday’s systemic functional model (O'Halloran, 2011, p. 3). The multimodal mediated theory comes from the work of scholars such as Scollon and Scollon (2004; 2012) and the concepts of this theory were used to develop multimodal interaction analysis (Norris S. , 2019).

Multimodal inter(action) analysis is a framework where philosophical, theoretical and analytical outlines meet to ensure reliability in the research (Norris S. , 2019). Multimodality is defined as the study of non-verbal channels of communications such as gestures, posture or the distance between people. All movements, all noises, and all material objects carry interactional meaning as soon as they are perceived by a person because “actors perceive the world, objects and others through their bodies as they are acting and interacting” (Norris, 2019, p. 28). Therefore, multimodal discourse analysis is the study of all interactions that include verbal and non-verbal interactions taking into account the context in which they occur (Norris, 2004, p. 2) because as Scollon et al. (2012) suggested “our actions in ongoing social interaction as deriving from our senses of who we are more than from any conscious process of inferential interpretation” (p. 16).

Norris (2004, p. 2) points out that all interactions are multimodal and that multimodal interactions are not concerned with the perceptions, thoughts and feelings that people are

experiencing, but with the perceptions, thoughts and feelings that people are expressing. People move their bodies, hands, arms, and heads, and while the observer may try to understand the content of what is being spoken, they have already missed many important messages which each speaker is sending, intentionally or not, and the other speaker is reacting to through various modes. (Norris, 2004, p. 14). Jewitt (2008) states that “Multimodality attends to meaning as it is made through the situated configurations across image, gesture, gaze, body posture, sound, writing, music, speech, and so on.” (p. 248) these elements are called modes and will be discussed in the next section.

2.7.1 Modes

Norris (2016, p. 149) defines modes as a “system of mediated actions that incorporates psychological, physical and sociocultural dimensions, and these are learnt by social actors, the environment and the objects within.” Meaning that the social actions that an actor performs comes to reinforce this system of mediated actions to “embed the social actor and the mediational means/cultural tools in the definition of mode” (Norris, 2019, p. 203) and they are never used alone. Modes can be classified in two categories, embodied modes, and disembodied modes. The embodied modes are gestures as well as language, the modes are of equal value and some examples of them are gesture, gaze, and posture. Some examples of disembodied modes are music, print, clothes, and layout, they can at times overrule embodied modes. Norris (2019) defines layout as “a mode that tells us about the distance that is taken up between objects and the environment and the people (inter)acting” (p. 231).

Proxemics is another mode considered to analyze the distance. It refers to the space relation between two people, it is also the study of the ways in which individuals arrange and utilize their space. The distance between two individuals can suggest many aspects of the relationship they

have with each other (Norris, 2004). The interpersonal distance in Hall's work presents four crucial distances that separate people in face-to-face communications and their meanings. Intimate distance (touch to 47.5 cm.), personal distance (47.5 cm - 1.2 m), social distance (1.2 m - 3.65 m), public distance (3.65 m - 7.62 m.) (Scollon & Wong Scollon, 2003, p. 53).

According to Norris (2004, p. 24) posture is the way someone positions their body. "The two most important aspects are the form of the body position and the postural direction that the individual takes towards others." Posture analyzes the body like open-closed arms, legs, knees, and hands, bending and straightened torso, lifting/lowering of the head and the position of the feet which may give insight into the person's directional position. Attention must be paid to all the interactions because they are not definite. Body can be facing a direction, but attention can still be paid into something else. Proxemics is concerned with knowing how internal social, psychological, or cultural states are displayed on the body, how they become 'semiotized' so that they can be 'read' by others as a resource of the production of the interaction order (Scollon & Scollon, 2003).

Gesture is a deliberately expressive movement that has a sharp boundary of onset that is seen as an excursion, rather than as a result in any sustained change of position. There are two main groups of gestures hand/arm gestures, and positions of the head gestures. Norris (2004, p. 25) exposes that the hand/arm gestures include iconic (a), which is composed by three movement phases, preparation, stroke, and retraction phase which mimics what the individual communicates verbally. Metaphoric (b), that is a three-movement phase gesture, the movements are preparation, stroke, and retraction phase.

Another gesture that represents pictorial content as well as abstract ideas is deictic (c), a three-movement phase gesture composed by preparation, stroke and retraction phase too, it is basically pointing to people, objects, or events in the past or future, as well as ideas as if they had

physical location in the world. The beat (d) has two movement phases, up/down or back/forth, it is performed by fingers, hands or arms and it looks as if the performer is beating musical time in quick succession. The positions of the head include the gestures such as “rotational” which is shaking the head “lateral” is tilting the head to the right or to the left and “sagittal” is nodding.

Gaze is the mode that indicates the way individuals look at something or someone (Norris, 2019), gaze also deals with the organization, direction, and intention of looking, it is more structured when the interaction is more structured. Gaze is subordinate to language, and it can fluctuate from sequential to arbitrary; one can never be certain to what a person is looking at. Nevertheless, it can be interpreted by the reactions others have to it (Norris, 2004, p. 33). According to Scollon and Scollon (2004) “eye-gaze is so crucial for the sighted in managing turn exchanges and the social structures of showing attention, participants who are given open access to the gazes of others are positioned as more active and engaged participants.” Norris (2019) states that the head movement is a mode that refers to the way a person holds or moves its head, and it can occur without the gaze changing its direction, head movement is usually linked to the posture and will often overlap.

Norris (2019) proposes the analysis of facial expressions as a mode and it refers to the way individuals maintain or change the expressions on their faces because at times, when they are interacting, they use elaborate facial expressions, or their expression can stay relatively even through an interaction. This mode can also be connected to gaze or head movement. Another mode is object handling, and it describes the way individuals use objects, this mode is intertwined with the mode of touching, because it is impossible to handle objects without touching them. Usually hand-finger movement are subtle, and recordings can help analyze these kind of modes (Norris, 2019, p.251)

Music as a mode is embodied when people use their body or voice to express a feeling and they can use tools or artefacts to write and express themselves; music is disembodied when people react to either the voice or the artifacts. Disembodied modes can also include people pointing out at artifacts such as pictures from a printed tool and uses gaze, writing, painting, and drawing (Norris, 2004). Jewitt (2014, p. 179) defines multimodal artefacts as objects or a text in which more than once semiotic mode combines as resources for meaning making. The artefacts that can influence the interactions inside the classroom can be markers, board, books, or printed information because all these can transform an interaction.

2.7.2 Embodiment, mediated and frozen actions

Embodiment refers to the interconnection between a body and the world and others. Its importance does not fall into verbalized thoughts that are either written or spoken, but rather in the bodies and the way they are situated in an environment; our bodies are parts in actions, and they interact with each other and by themselves, so do our brains. However, these interactions take place in environments that have objects within, which should be considered too. These actions and interactions are understood by the individual's perception called mediated actions (Norris S. , 2019).

Rhymes (2009) suggests that as these units are understood and perceived as independent, they should be analyzed independently as well. Norris (2004; 2019) proposed a way to theorize mediated actions, that are the units of analysis inside multimodality, which divide them into lower-level mediated actions, higher-level mediated actions, and frozen actions; this was done to assure that all the elements inside an interaction are considered such as the interconnectedness of people, the environment, and the objects within. Lower-level actions are fluidly performed by individuals in an interaction, they are mediated by a system of representation such as lips-spoken language,

hands-gesture, higher-level actions are the sum of fluidly performed chains of lower-level actions. and frozen actions are actions embedded within an object.

Lower-level mediated actions is also known as the “smallest pragmatic meaning unit of a mode” (Norris, 2019, p. 41) mediated actions are perceived easily in actions and interactions they could be a pointing gesture or taking a step; nevertheless, they are almost never produced alone, they appear as a chain of actions that interlinked, they should be mediated and need a person performing the action and a person perceiving it. The “multitude of chains of lower-level mediated actions” (Norris, 2019, p. 41) or higher-level mediated actions are produced when many utterances are spoken or several posture changes are made and they usually are accompanied by lower-level mediated actions, these actions also need to be embodied and mediated in several ways.

Frozen-mediated actions will tell that actions have been previously performed, such as an object being left in a specific place to later be used. Mediated actions are assigned to an object frozen within and it is quite easy to read the mediated actions off of them. Frozen actions are embodied because it is a person who performs and perceives these actions and has also learned to react to them through history of experience, which is also embedded in practice (Norris, 2019). Scollon (2001) states that this practice is an action with a story, and there is no practice without embodiment. The following section discusses classroom organization which is the environment in which the mediated actions take place.

2.8 Classroom Organization

Nathan (2018, p. 4) proposes that everything inside a classroom has a significant impact on the student’s way of connecting to the teacher, from the color of the walls to the placement of the desks. While Kress et al. (2005) propose that layout needs to be considered, layout is the way

furniture is displayed in a classroom. Classroom organization “focuses on the physical environment where teachers strategically place furniture, learning centers and materials to optimize students’ learning” (Stronge, Tucker, & Hindman, 2004), Stronge et al. (2004) also argue that the organization of the classroom affects the behavior of the students, a classroom that is organized results in a smoothly operating class, and “an efficiently organized and managed classroom eliminates many potential behavior” (Shalaway, 1998, p. 12). Therefore, it is important to understand the way classroom organization affects the students’ behavioral outcomes.

The arrangement of the furniture and the materials are part of the organization. Furniture can enhance interactions and participation, but it should also allow free movement from the learners and the teacher to monitor the process. Inside elementary school the arrangement of desks, tables and chairs should foster learning, this arrangement needs to allow the teacher to see all the students and the whole class needs to be able to see the presentation (Rowan, 2012).

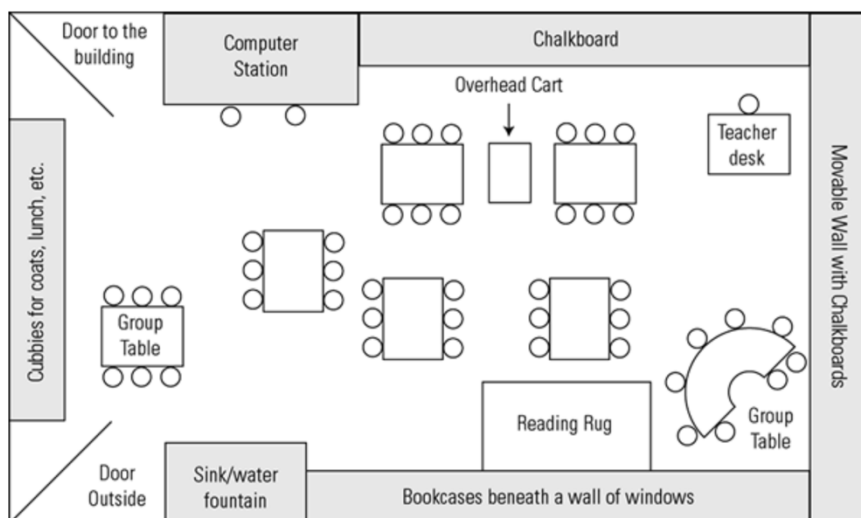


Figure 2.1 Classroom Layout (Stronge et al., 2004)

Stronge et al. (2004) suggest that teachers need a desk free of clutter and areas designated for materials and specific activities. Layout also deals with the way desks and chairs are organized (see Figure 2.1 as an example). And all the elements that exist inside a classroom such as bookcases, cubbies, computer station, board, doors, speakers, projectors, and screens. Shalaway (1998) proposes that layout can also reflect the teaching style and the way tables and desks are organized can influence the learners' behavior, for example for students to collaborate in small groups one should organize them around tables, but for whole group discussions, U-shape or circles of desks works better and points out that arranging desks in rows is outdated.

Kress et al. (2005) state that “the manner in which tables, chairs and desks are arranged distributes students and teacher into particular places, and into a frame of social relations with each other.” (p.23). This represents the way a teacher feels about the relationship with their students in a social and pedagogical approach, it reinforces the teacher beliefs on how the learners will be working with each other and with the teacher as well. When four students are sitting in a group of tables, a participatory pedagogy is suggested and presents a shift from the traditional rows arrangement (Kress et al., 2005).

2.9 Classroom Management

Kress et al. (2005) suggest that inside a classroom there are many discourses and communicative practices at play that need to be understood and analyzed, they also state that teacher's talk represents an authoritative and participatory principle because the teacher uses constant affirmation. Pianta, Hamre and Allen (2001) argue that “Classrooms are complex social systems, and student-teacher relationships and interactions are also complex, multicomponent systems.” (p. 365). Classroom management can be easily described as the ability of the teacher to establish and

maintain order inside a classroom (Zein, 2019). However, this perspective can result quite limited. Classroom management is also defined by Oliver and Reschly (2007) as “the ability of teachers to organize classrooms and the behavior of their students”, they propose that these skills play a critical role into the learners’ outcomes. Zein (2019) differentiated two dimensions of classroom management, the first one is the instructional which refers to regulating grouping, seating, routines, timing, sequential tasks, instructions and feedback. While the behavior management dimension includes preventing, correcting, and redirecting students’ inappropriate behavior to develop self-regulation.

Scollon and Scollon (2004) introduced the idea that a traditional classroom is a panopticon event (see Figure 2.2) an idea suggested by Foucault, where the teacher remains the main monitor of the classroom who controls all the interactions as well as all the exchanger that have to go through the learner either by responding or raising a hand to gain the floor, but only when this is authorized by the teacher.

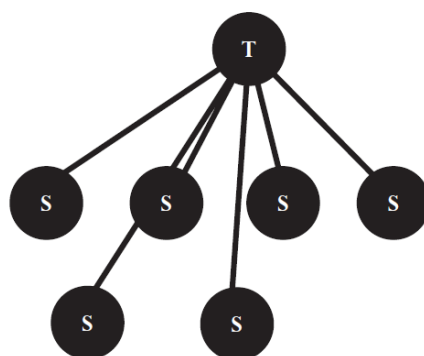


Figure 2.2 “Panopticon Event” (Scollon & Scollon, 2004, p. 40)

Inside this kind of classroom, “The teacher is perceived as the owner of the space” (Scollon & Scollon, 2004, p. 40). The teacher stands or sits in a large space that is usually located in front of the classroom, sometimes behind a table or a desk that functions as a symbolic barrier between teacher and students. Students are on the other side of the classroom in smaller chairs, and they are inside the intimate space, commonly shoulder to shoulder, whereas their distance with the teacher is usually at social distance. Teacher also make free use of the board and electronic devices, such as computers, screens, projectors, and speakers. Teachers can ask students to come to the board to solve an exercise or present a topic in front of the class; but even then, they are in full control of the interactions.

Movement has meaning too, Kress et al. (2005) state that the meaning movement inside a classroom is connected to three factors, the first one refers to the teacher’s movement itself, the second one is related to the space in which the teacher moves, for example at the front or at back of the classroom and between desks. The third one refers to the way students move, how and where they do it. There are some classrooms where there is no front nor back, the space is used by teachers and students equally. There are also several moves performed by teachers, such as one named a “patrol” because teachers create an effect of surveillance while moving around desks. Another one is when teacher sits behind the desk but has eyes on the students “invigilating” rather than teaching.

2.10 Conclusion

This chapter presented the literature related to rapport, multimodality and classroom organization and management. Chapter 3 introduces the methodology used in this research.

Chapter 3: Methodology

3.1 Introduction

This chapter discusses the methodology used in this study. First, the theoretical fundamentals and the method chosen to develop this research are discussed. Then, a thorough description of the context and the participants will be provided. The instruments and the data analysis procedures are elaborately presented for the reader to understand better the process of the data gathering and the manner of analysis. Finally, the conclusions of the chapter are presented.

3.2 Methodology

A case study, according to Zainal (2007), is the qualitative research approach that “investigates contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions, and their relationships.” (p. 1). On the one hand, Richards (2003) states that a case study can reach the level of a paradigm when it is considered more than a method. He also maintains that the focus of the case study should be on a unit or a set of units such as institutions, programs, and events to provide a clear and detailed description of such unit. The collection of data that this method uses are interviews, observations, or recordings, but it may vary depending on the unit analyzed to describe a rich picture of experiences inside the selected group. Creswell (2003) proposes that a case study is also an in-depth exploration of activities and processes bounded by time or activity. This study fits into qualitative research paradigm since it explores the way participants experience a phenomenon and it draws meaning out of this experience (Pickering et al., 2020; Sammut-Bonnici & McGee, 2015). Due to the nature of this investigation, this qualitative approach was chosen because it enables the researcher to document the unique characteristics and differences of the participants by observing them.

As rapport is established by verbal and non-verbal cues, a Multimodal Interaction Analysis (Norris, 2004; 2016;2019) was selected to study the interactions inside the classroom considering that “human beings always perform social actions” (Scollon & Scollon, 2004, p. 32) which can include several modes because communication inside a classroom goes far beyond the spoken or written language (Kress et al., 2005). The embodied modes explored in this paper are gesture, gaze, posture, facial expressions, and touching because these are some means by which rapport can be established. The disembodied modes analyzed are proxemics, writing, painting, drawing, and the artifacts used inside the classroom such as books, desks, the board, and shelves, as well as classroom management and organization.

3.3 Research Context

This research was carried out in two elementary schools from central Mexico. The first school observed was a private one, where parents pay a monthly fee. This institute has a big yard that is used for the flag ceremony every monday and students’ assembly meetings. The yard is surrounded by four three-story classroom buildings because this school offers education from kindergarten to high school. The elementary school has a building with restrooms and a small shop where students can purchase food. Each grade is assigned a classroom where pupils stay for most of their classes. However, they have a special classroom for dance lessons, a computer lab, and a soccer field a block away where they have physical education classes. Computer, dance, and some workshops such as chess, volleyball, and track are some of the extra benefits this institute offers. This school allowed the observation and recording of two hours which included two one-hour classes. Specifically, a third-grade class of 11 boys and 11 girls between 8 and 9 years of age. The first teacher (T1) observed was a female teacher in her 40’s. She is the English teacher and meets with the students for an hour every day. The second teacher (T2) was a female too but in her 50’s, she

is the tenured teacher who is responsible for teaching children most of the subjects such as Math, Art, Natural Sciences, and Civics. However, learners have different English, Physical Education, Computer Science, and Dance teachers.

The second school is the public one. This school has two two-story classroom building from first to sixth grades, there are restrooms in only one building. This school has a yard where ceremonies and school assemblies are carried, it also has a soccer field and a basketball court, a computer lab, benches outside the classroom, and a small stand where students can purchase food. As this school follows SEP's program students have Physical Education and English classes twice a week. However, the principal has implemented after-school programs such as basketball, soccer, and band. Inside this school, a sixth-grade class was observed and recorded. This class had 8 boys and 20 girls whose ages ranged between 11 and 12 years old. The school allowed the recording of two hours of class. The third teacher (T3) observed and recorded was female, she is in her 50's, and has tenure. She is responsible for teaching most of the subjects which include Spanish, Mathematics, Social Studies, and Geography. The fourth teacher (T4) is the English teacher, also female and in her 40's. She has classes with the students twice a week.

3.4 Instruments

Observation was the first strategy to try to identify the establishment of rapport. Therefore, an observation sheet derived from Pianta's (1999; 2001) Student-Teacher Relationship Scale (STRS) (See Table 3.1) was used because it considered emotional aspects inside the Teacher-Student relationship and an observation sheet provides a systematic, trustworthy, and valid record of the behaviors (Sampieri, Collado, & Lucio, 2010). The observation sheet is divided into two sections. The first one has 22 statements that focus on the teacher and provides statements with verbs such

as “Teacher... rewards learners’ participation with appropriate feedback”. The statements include topics such as feedback, attendance, participation, classroom activities, attention, and listening skills. The second section provides statements that provide treats of body language by which rapport can be established. These statements were modified to connect the literature reviewed in Chapter 2 (Buskis, W., & Saville, B. K., 2001; Durden, 2011; Faranda & Clarke, 2004; Frisby & Martin, 2010; Grahe & Bernieri, 1999; Haynes, L. & Backell, B., 2011; Leitão, N. & Waugh, R., 2007; Lim, Tang, & Tan, 2013; Pianta, 1999; Pianta, R., Hamre, B., & Allen J., 2001)

Table 3.1 Rapport Observation Sheet

Teacher...	Y e s	Partly	N o	Comments
1. Knows students’ names or shows interest in learning them.				
2. Tries to identify students’ interests and preferences and interests				
3. Uses relevant class material				
4. Greets every child by its name				
5. Is enthusiastic about teaching.				
6. Gives students oral praises.				
7. Rewards learners’ participation with appropriate feedback.				
8. Plays with children before the class.				
9. Shares information about him/herself to find things in common with children				
10. Is respectful with children.				
11. Listens to the child’s ideas and stories. Is an attentive audience.				
12. Knows the students background and is unbiased about it.				
13. Provides opportunities and time for the students to express themselves.				
14. Encourages students to participate				

15. Seems comfortable in class.				
16. Is willing to participate in classroom activities with students.				
17. Pays attention to every student in an equal form				
18. Recognizes and reduces student's stress				
19. Gives students opportunities to plan, organize, collaborate, negotiate, solve problems and make decisions.				
20. Shows sensitivity for student's emotions and needs				
21. Lets students approach her/him regarding academic issues				
22. Allows students approach her/him about emotional concerns				
Body language				
23. Makes eye contact				
24. Leans forward to students				
25. Smiles to the students				
26. Hugs, high fives, or gives a thumbs up to students.				
27. Tilts head in a similar position as the students				
28. Shows discomfort towards bad behaviors				

The second strategy was field notes because they allow a flexible record of the setting and the context including important contextual factors (Pickering et al., 2020) such as the layout, the classroom organization, and the teacher movement. However, these notes permitted the creation of a timeline of the class that facilitated the analysis (See Appendix A) including a first multimodal analysis of the interactions while observed. Inside the field notes the number of students was written and divided into boys and girls. A drawing of the classroom layout was also made including the teacher movement that was going to be later digitalized. Another element included in the field notes was a schedule in the order of the activities e.g., “8:14 a.m. Confrontation in Spanish” and

other positive and negative highlights such as, teacher ignores two students who ask her to close the door because they are cold.

Video recording was the third instrument used to perform detailed Multimodal Interaction Analysis because, according to Norris (2004), these recordings provide the option to revisit the same interaction again and again and to focus upon one mode at a time to either confirm or refuse the first analysis made. “Video recordings give us an amazing and realistic account of actions and interactions that we can watch, re-watch, and analyze in great detail (Norris S. , 2019, p. 73). Therefore, the extracts where teachers performed either a positive or a negative interaction were selected and used as screenshots.

3.5 Data Collection Process and Analysis

3.5.1 Ethical implications

Before the recording, permission had to be sought by the researcher. In the public elementary school written permission was given by the principal of the school, a SEP supervisor, the teachers, and the parents of the children a week before the observation. Inside the private school written permission was given by the school principal, the teachers, and the parents of the students. All participants were assured the data collected would be used for the study purposes only and anonymity would be kept.

3.5.2 Data collection process

The four lessons were recorded while the observation sheet was filled, and notes were taken. Both teachers were recorded in the time they shared with the group, each class lasted 50 minutes. The footage includes some minutes before and after the class because the analysis of this time is important inside the study of rapport. The observer did not have any participation in any of the

classes. In the private school, the observer got to the school at 7:50 a.m. but she was not allowed inside the classroom until 8:05 a.m. until the principal arrived. She arrived at the classroom when the students were already inside, she sat in the right corner of the classroom and set the camera on a desk that was given to her while the class was starting, the teacher introduced the observer to the students and stayed there until 10:00 a.m. even when the students had to rehearse for a festival. Inside the public school, the observer was able to get to the classroom before the students came back from their break, she arrived at 10:55 a.m., sat in the left corner of the classroom, and set the camera on a shelf, but she was not introduced to students. She moved during the English class outside because the teacher took out some students to work in a hall. The observer remained there until 12:05 p.m.

Screenshots were taken from specific interactions in the videos where the establishment or the lack of rapport was observed. As confidentiality was assured to all the participants these images are presented blurred. Transcriptions were carried out to analyze the interactions between teachers and their students. And for each class, a layout image was developed including the movement of the teacher and the position of the students to provide the reader with a complete overview of the context and the interactions within.

3.6 Conclusion

This chapter drew on the elements considered to carry out this research. It presented the methodology as well as the research instruments, the participants, and the data collection process and analysis. The next chapter will deal with the data analysis and findings.

Chapter 4

4.1. Introduction

This study presents the findings of the data obtained from the observation sheet, the classroom observation, field notes and recordings. Analysis was made to look for the interactions where rapport establishment, or the lack of it, were observed. The results follow the next organization: Each class is presented individually because each was taught by a different teacher. Therefore, the reader can find Class 1, 2, 3 and 4 in this order which follows the same order in which they were observed and recorded. Each class follows the subsequent order: First, the classroom organization for the reader to get a clearer view of the way the furniture was set with the use of an illustration of the classroom layout, examples of the teachers' organizing skills and an illustration of the teachers' movement around the classroom throughout the class. Then, elements of the rapport's observation sheet are illustrated, as well as some examples of the teachers' body language through which they either established or not rapport interactions. Lastly, modes are exemplified including embodied modes such as gesture, gaze, posture, language, facial expressions, and touching. Examples of disembodied modes like proxemics, writing, painting, drawing and the artifacts used to do so (Norris, 2019; 2016; 2004) are also presented.

Each teacher is presented as T1 (Teacher 1), T2 (Teacher 2), T3 (Teacher 3), and T4 (Teacher 4). Not all of the students were given similar names to avoid confusion. Only the students that had significant interactions with the teachers were given a number. In Class 1, three third grade girls had major interactions with T1, therefore the reader will find Student 1 (S1), Student 2 (S2), Student 3 (S3), and so on. The names of both, students and teachers are not shown to preserve their anonymity.

4.2 Class 1

4.2.1 Classroom organization

Class 1 belongs to T1, she is the English teacher from the private school, this was the first class the students had in the morning at eight am. The classroom had a whiteboard, desks for two students, a desk for the teacher, three shelves a clock. The walls were white, but several posters decorated the classroom, which included topics such as birthdays, days of the week, maps, and announcements. The students were seated in rows (See Figure 4.1) with limited space between the rows and their desks. Each desk seated two students, for some students it was difficult to have a clear view of the board throughout the class, especially for the students at the back of the classroom in the last desk of the row. All the students hung their backpacks behind their chairs which made mobility complicated. Shelves 2 and 3 had the learners' books, while Shelf 1 kept the teacher's useful things due to its proximity to the desk.

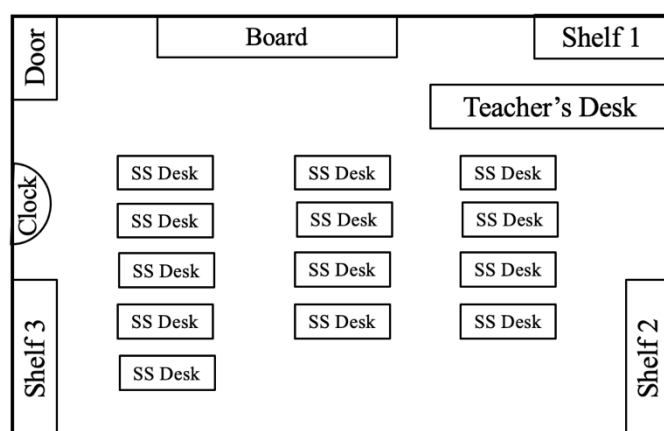


Figure 4.1 Private School Classroom Layout

Teacher 1 (T1) is the English teacher, she arrived at the classroom and the class started with her doing a drill with the students about the topic they were reviewing “wild animals”. T1 was in front of the class writing on the board scrambled names of animals and other exercise for students to copy, which the students started doing almost automatically and without receiving the instruction to do so. She remained writing on the board turning her back on the students, T1 briefly answered some of the questions or comments the students made without looking directly at them. Her eyes stayed on the board. After a few minutes, one student (S1) left the classroom for a couple of seconds after T1 had denied permission for her to do so. In Mexican schools, it is common and almost mandatory for the students to ask for permission before leaving the classroom, especially in primary school. When S1 returned the exchange in Table 4.1 took place, this was the first confrontation between the teacher and one of her students, in this case S1. After S1 returned T1 asked her to leave the classroom, and that she had at least to ask for permission to get back in. T1 raised her voice which caused the rest of the students to become quiet and observe both participants of this interaction. S1 ended up sitting back on her seat and she did not have to leave the classroom again, nor ask for permission to come inside.

Table 4.1. Permission

<i>Speaker</i>	<i>Text</i>	<i>Translation</i>	<i>Observation</i>
<i>T1</i>	S1, para afuera. Si no, no es posible que no me hayas dado. Salte y por lo menos pide permiso de entrar.	<i>S1 go outside! It is not possible that you did not give me. Go outside and at least ask for permission to</i>	

	¿Por qué te saliste sin mi permiso? ¿POR QUÉ?	<i>come in. Why did you go outside? WHY?</i>	Raised voice
<i>S1</i>	Quería dárselo a la maestra	<i>I wanted to give this to the teacher.</i>	<i>S1 speaks softly and points at notebook</i>
<i>T1</i>	Pero a mi no me pediste permiso y yo ESTOY AQUÍ. Aunque esté la observadora los voy a regañar.	<i>You did not ask me for permission, and I AM HERE. Even though we have an observer I am going to scold you.</i>	Everybody turns their gaze to the researcher

Table 4.1 demonstrated of a panopticon event (Scollon & Scollon, 2004), with T1 having full control of the classroom. T1 made sure S1 and the rest of the class understood that they were going to get scolded with an observer in the class or without one. This was a strategy used by the teacher to set an example for the rest of the class, which worked because the rest of the class looked between surprised and scared. Panopticon events also involve T1's movement around the classroom monitoring the students' work. At a moment in class T1 sat among students and started discussing some topics related to the task. T1 also sat behind her desk to grade more work. She used a movement defined by Kress et.al (2005) as "patrolling" and even when she constantly walked around the classroom very few meaningful interactions took place (See Figure 4.2)

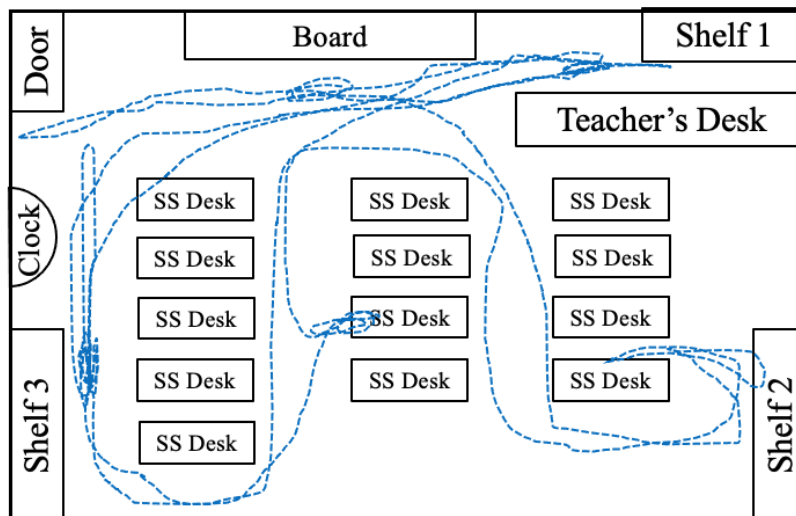


Figure 4.2 T1 Movement

4.2.2 Rapport and body language

T1 does not pay attention to the students' attempts to establish a conversation with her, most of their utterances receive a shush back. Leitão and Waugh (2007) state that learners from elementary school wish to get along with their teachers. However, in this class, these attempts were ignored. There was a brief time when T1 was grading the work of some students and managed to joke for a couple of minutes with some learners who had finished their work in a timely manner. However, T1 did not share any experience nor personal information, which according to authors (Buskist & Saville, 2001; Lim et.al., 2013) is a key element to establish healthy relationships between teachers and their learners because it increases connectedness and trust. Another example of this was when the students asked repeatedly why T1 was absent the previous day, she ignored and shushed most of her learners' questions. T1 also ignored students when they asked for permission to go out, go to the bathroom and close the door because they were cold or sick. Lim et al (2013) suggest that students feel cared for when they are heard but that was not the case in this class.

One of the elements inside the Rapport's Observation Sheet (Pianta, 1999) (Appendix 1) is when a teacher knows the learners' names. T1 knew her students' names but she did not try to identify the learners' interests, and even when children felt free to express their needs these are not heard by their teacher. As T1 is the English teacher she seemed extremely uncomfortable when children translated utterances for other classmates. However, T1 did not make sure that all the learners understood the instructions. T1 discouraged supporting each other and when a student stood by the door trying to remember the phrase to ask for permission to come inside, she yelled to the class "Don't tell him/her". Lim et al (2013) state that a teacher should know the learners' difficulties of the subject being learnt to offer support and a positive attitude towards doubts.

Student 2 (S2) arrived at the classroom half an hour after the class started and from the moment she arrived T1 kept making comments on her lateness. S2 started getting uncomfortable because T1 remained by her side asking her to move "quickly". S2 started tearing up but T1 did not soften her tone of voice nor her attitude towards her. She also had to deal with the rest of the class staring at this interaction. According to Gordon and Bayrami (2018) teachers should be responsible for reducing the stress that may exist inside the classroom to establish rapport. In this class, the exact opposite happened, and S2 had to endure the comments in silence even when she is a minor and she is not to blame for her tardiness.

4.2.3 Modes

Rapport is built through verbal and non-verbal behaviors (Nadler, 2007). For most of the class T1 did not engage in eye contact, she only glanced at students' when she was grading their work. Nevertheless, most of the interactions are as seen in Figure 4.3 where S2 arrived late and T1 stood next to her in a very authoritative posture with her hand on her hip. Over the course of the class, T1 assumed similar postures and used her heels to express discomfort. She would either step on

her heel or double step on it loudly over the children translating to classmates, and showed impatience when children were taking too long to finish an activity. She also performed this mode when she approached S2 while this student was taking too long unpacking her school supplies.

The proxemics between T1 and students moved between personal distance and intimate distance (Norris, 2004). But this was mainly because of the size and the layout of the classroom. One object that is considered a disembodied artifact (Norris, 2004) in this classroom is the clock because T1 was constantly gazing at it and used hand/arm gestures towards it, such as several deictic gestures T1 used to state two students' tardiness and to inform the amount of time these students had left to finish their work. But the clock was also used by the students too, at the end of the class. They asked several times "What time is it?" a couple of minutes before the class was supposed to end.

At one moment during the class, T1 gave each student their book but did not make eye contact in this process, these books were also disembodied artifacts because some of the books were not given to the students on their hands but put on their desks. After T1 called their names, the books were rather dropped very violently on a table where S3 was working, and students had to run and rush to pick them up (See Figure 4.4). T1 used a very low tone of voice with the students. Nevertheless, when another teacher came to the classroom at the beginning of the class, T1 used a higher pitch.

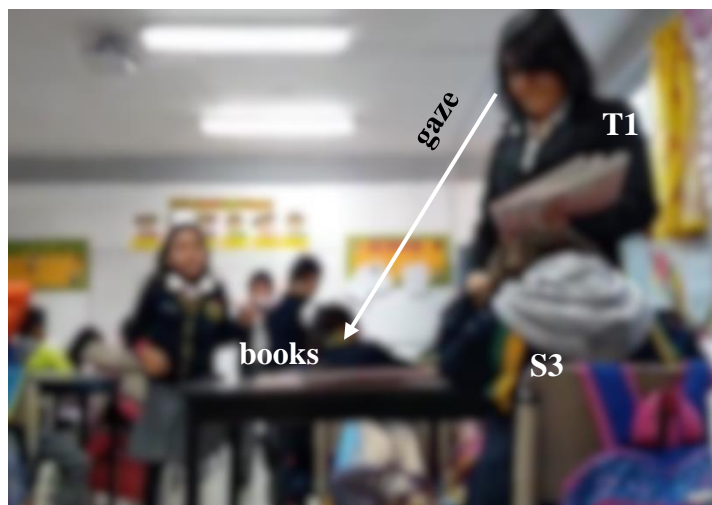


Figure 4.3 T1 Book Distribution

When T1 sat among students while grading their work, eye contact was made and the distance between T1 and the students was personal, this interaction lasted four minutes. Later, T1 sat behind her desk to grade more work when suddenly she went to check on S2. T1 took S2's notebook to another desk, and told S2 to sit there, she did this to move S2 closer to her. While grading the children's work, the following exchange happened (see Table 4.2).

Table 4.2 Recess

<i>Speaker</i>	<i>Text</i>	<i>Translation</i>	<i>Observation</i>
<i>T1</i>	S2 si no terminas,	<i>S2 if you don't finish, I</i>	Addressing S2.
	Me faltan 5 minutos para	<i>leave in 5 minutes, you will</i>	Points at the clock on the
	irme, no sales al recreo.	<i>not have recess. You were</i>	wall.
	Estabas platicando todo el	<i>chatting the whole time.</i>	Classmates stare at the
	tiempo.		students

	<p>S3 si no terminas en 5 minutos, NO SALES A RECREO. Quiero lo de la libreta</p> <p><i>S3 if you don't finish in 5 minutes. YOU WILL NOT GO ON RECESS. I want the notebook.</i></p>	
<p><i>S2 and S3</i></p>		<p>S2 and S3 remained silent while gazing towards their notebooks.</p>

From the previous observations, it was observed that T1 did not manage to establish rapport with her students, and she was rather aggressive and rude with the learners that were late (S2 and S3) and threatened them to take their recess time from them because they did not have time to finish their work. She did not show sensitivity for these students' emotions or needs which are two very important characteristics inside the establishment of rapport (Leitão & Waugh, 2007) and seemed to be fixated with these two students.

4.3 Class 2

Class 2 is from Teacher 2 (T2) who is the tenure teacher, this class started immediately after T1's class finished at 9:00 a.m. This was the group's second class of the day.

4.3.1 Classroom organization

The classroom organization is the same and the students are also the same. The only element that changed was the teacher. The layout remained as the one observed in Figure 4.1. T2 arrived at the classroom and the atmosphere changed, T2 did not seem as concerned with silence. She was

willing to delegate some of the workloads such as book and notebook distribution. Some of the students even offered to help the teacher by giving back some notebooks to classmates. T2 accepted the students' help to distribute the material which allowed her to observe the classroom and make the necessary adjustments. She let students know that she is rearranging the sitting because some children moved and switched places in the previous class. Some students were excited by this too and yelled "me, me, me" to change sits.

However, in the middle of this interaction, T2 put a student that is frequently absent on the spot (See Table 4.3). T2 observed that one student was missing a lot of classes, she decided to say this in front of the whole class. All the students stared at their classmate but yet again, these remarks are being made to young students who are not responsible for their attendance. Durden (2011) claims that these kinds of comments and scolding should be avoided, instead teachers should try to investigate the reason why something is happening, in the case of S4, why he is missing so many classes.

Table 4.3 Absences

<i>Speaker</i>	<i>Text</i>	<i>Translation</i>	<i>Observation</i>
T2	A ver jovencito si sigue faltando le vamos a quitar su lugar, falta mucho	<i>Ok young boy if you keep missing classes I am going to take your sit from you. You miss a lot of classes-</i>	Classmates stare at the student
S4			Remained in silence

Teacher listened to the students' opinions regarding the sitting arrangement, nevertheless, she made the final call. By moving students around T2 made sure the learners were strategically seated to try to eliminate potential misbehaviors (Shalaway, 1998). According to Kress et al. (2005), this also reflects the ways T2 perceived the relationships that exist between learners and how the students will be working with each other and with the teacher. T2 ended up shushing students too, even though at the beginning of the class she did not seem disturbed by the noise and the talking.

Students were visibly more relaxed and chatted among themselves discussing different topics. T2 displayed a "Panopticon event" too (Scollon & Scollon, 2004) because she remained in the area in front of the classroom and mainly moved in the front of the rows (see Figure 4.5) but did not to patrol the class (Kress et al., 2005). T2 gained the control of the classroom back by gently raising her voice, calling the students just by their name, and counting from one to three, which is also a very common practice in the Mexican culture to make children behave appropriately. Students had no problems following instructions and keeping quiet after these strategies were used.

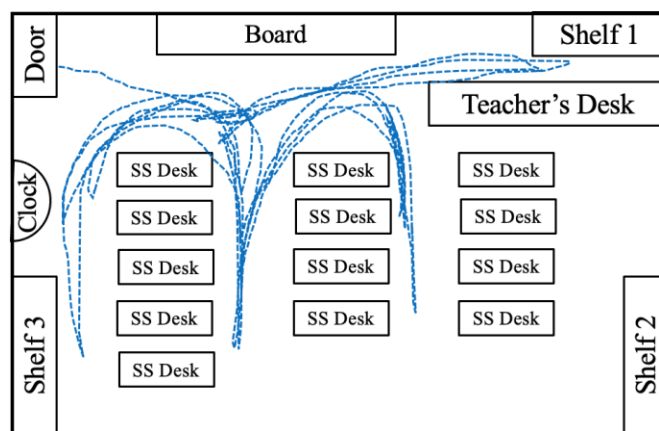


Figure 4.4 T2's Movement

4.3.2 Rapport and body language

When T2 arrived all the students gathered around her saying ‘hi’ and they appeared happier to see her and more relaxed. T2 asked students to sing happy birthday to two students who stood up in front of the classroom, she sang with them and encouraged students to do so. Leitão and Waugh (2007) state that students wish to feel that their teacher cares about them, and even though T2 had several activities to do, she took a couple of minutes to sing to the students at the beginning of the class. When they finished singing, the whole class cheered and clapped and T2 gave a short and respectful hug to both students (see Figure 4.6). In the Mexican culture, it is accustomed to hugging a person when it is their birthday and T2 displayed knowledge of the students’ background which is one of rapport’s characteristics inside the elementary school (Lim et. al., 2013)

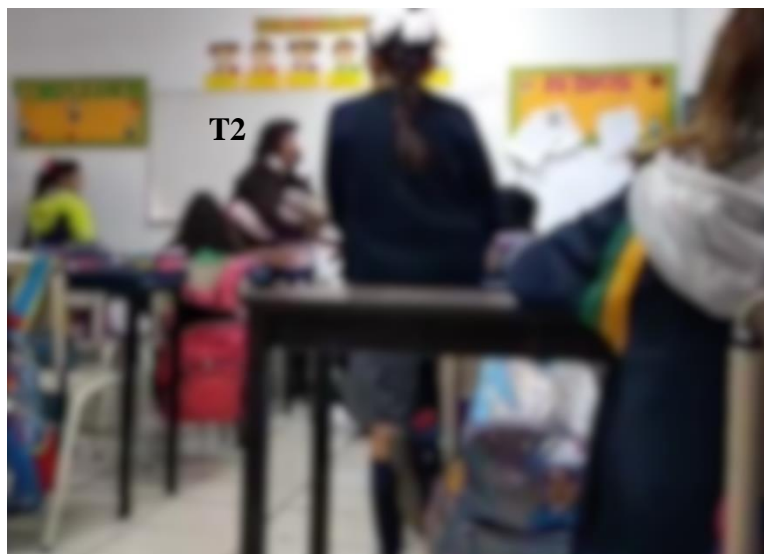


Figure 4.5 T2 Hug

When these learners returned to their seats, several students remained standing with T2 in front of the classroom. T2 started singing another song, this one was about trains, and students jumped around the classroom and danced to it. This song was used as a warm-up technique, students acted like statues, robots, butterflies, and had to make small groups, and finally asked students to go back to their seats. One girl (S5) approached T2 (See Figure 4.7) to let her know that she had brought a present for one of the birthday students, a boy. S5 felt enough trust to share this piece of information with her teacher and nervously added that she was nervous to give the gift in front of an observer, T2 giggled and smiled with her. When there is a good relationship between teachers and their learners, students commonly approach their teachers concerning emotional issues (Leitão & Waugh, 2007)



Figure 4.6 Present and secret

Other learners felt confident enough too to share their funny anecdotes in front of the class. And even when students all wanted to participate at the same time T2 smiled and asked them to be patient. Students also commented on their classmates' new information respectfully. The

environment was also respectful and as the teacher had already established a good rapport with the class, the learners were engaged, focused, and willing to learn, which according to Gordon and Bayrami (2018), are attitudes displayed by children when they feel safe and supported.

4.3.3 Modes

The distance observed in Figures 4.5 and 4.6 is Intimate (touch to 47.5 cm.) (Scollon & Wong Scollon, 2003). This distance was kept throughout the class, especially with the students sitting at the front of the classroom. Nevertheless, T2 moved closer to the students from the back when they participated but the distance between T2 and these students was personal (47.5 cm - 1.2 m). T2 used hand gestures to give the learners the chance to speak and performed head gestures such as “sagittal” (nodding) and “lateral” (tilting the head to the right and to the left) to demonstrate that she was paying attention to the students (Norris, 2004). She also used phrases such as “aha” or repeated the learners’ final three or four words to indicate that she had listened.

Gaze was one of the most significant gestures of the class. T2 always established eye contact with different students, in this class gaze was also used to give someone the floor and learners reacted to it by starting to speak. T2 used music as a mode to connect with the students, first by singing happy birthday, and later when students had to perform several actions chosen by the teacher in the train song (Norris, 2004). Students reacted in a positive way to both songs, and sang at the beginning of the class, these songs provided a relaxed environment for the rest of the class.

4.4 Private school comparison of T1 and T2

T1 and T2 had very different approaches on how to start a class. T1 opted to start by drilling students on a previous topic while T2 talked and conversed with learners to later dance with them. When students felt relaxed and T2 managed to create an enjoyable atmosphere (Buskist & Saville, 2001; Lim et.al., 2013). Nevertheless, both teachers held accountable students for tardiness or absences, when for young learners it is impossible to control them (Durden, 2011).

T2 did not need to reassure her authority by any means, while T1 had to state several times that students needed to ask for permission to do many activities such as entering the classroom and closing the door, most of which were denied. Their movement was quite different, even when T1 seems to have moved more around the classroom she did not use her “patrolling” (Kress et.al, 2005) time to engage in significant interactions with her students, T1 only talked with two students about a topic related to the class. It is possible that the conversation that T1 had with the students allowed the establishment of rapport. Nevertheless, T2 made sure that all of the students participated, and she was an attentive listener (Gordon & Bayrami, 2018) by asking follow up questions or commenting with the class what was just said.

The two teachers had very different perspectives about collaborative work. On the one hand, T2 understood some of the difficulties about the subject, and as she had already established rapport with her students, and they trusted her with school and personal issues (Lim et.al. 2013). Even after some students had already had confrontations with T1, T2 managed to change their attitude during her time of class. On the other hand, T1 discouraged students’ support and asked them not to help other classmates which created a very tense environment for the students who knew the information and the ones that did not. The proxemics of T1 and T2 was similar because

it moved between personal and intimate distance. But T2 accepted some hugs from students at the beginning of the class, which were not offered to T1.

4.5 Class 3

Class 3 is a sixth-grade class from the public elementary school. Teacher 3 (T3) is the tenure teacher who is responsible for teaching all the subjects except for English and Physical Education. The observation started at 11:00 a.m. an hour before after the students' recess, and recess and continued after the students' break because this was the time that both, T3 and T4 decided suited them better.

4.5.1 Classroom organization

The classroom (See Figure 4.7) had two whiteboards at the front and two blackboards at the back which were used to display information and posters that students had created for presentations. The classroom also had a projector, two shelves, Shelf 1 was used for books in the left corner of the class, and Shelf 2 was for students' materials. There were two cabinets, a cabinet for the teacher, and a big cabinet at the front of the classroom with big doors where a desktop computer and printers were kept.

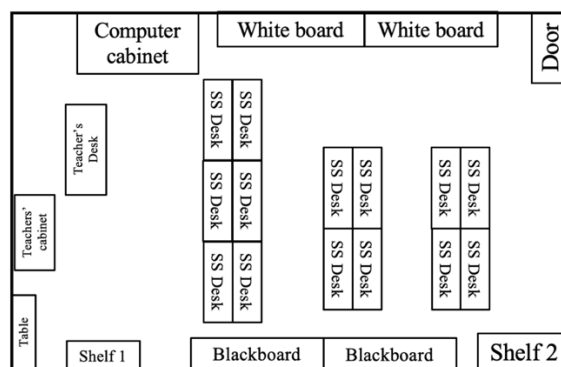


Figure 4.7 Public School Classroom Layout

Inside this classroom the desks were arranged in three big group tables where students sat facing each other. The space was limited between the rows, but students had no major problem looking at the board. Most of the students hung their backpacks on the back of their chair which made mobility slightly difficult, especially when students had to come to the board. The walls were white but most of the wall space was taken by the posters and the boards. There was a desk but T3 only used it when a video was playing for the class.

At the beginning of the Spanish class, when students were reading, T3 handed out some sheets for students to work later on which allowed the class to work very efficiently. Students seemed eager to read and participate as the chunks to read were short, this permitted the participation of more students. Although T3 did not patrol the classroom, she kept a close eye to the students' work and there seemed no major distractions between classmates nor with the noise outside. Even when there were some students that participated constantly, there were also learners that did not participate at all but T3 did not force any student to participate.

After they watched a video students started to talk among each other but T3 did not 'shush' them nor say anything about the noise, the 'shush' came from two students in the class but they were ignored. However, as soon as T3 turned off the projector she began speaking and the students gradually stopped talking. T3 walked to the other side of the classroom to turn on the light and she gained back the control of the classroom by asking questions about the video. There was a lot of participation in this part of the class too, this was the last activity done for the Spanish class. Teacher let the observer know that she was now working with Math.

When the Math class began T3 started giving colored sheets of paper and during this time students seemed more relaxed and talked louder with each other, unlike when the observer first arrived. They folded the sheet, and this was an activity with which they seemed familiar. T3 stood

in front of the whiteboard and wrote down percentages that students were learning. Here T3 showed the students how to do the fold and she observed from this point the work of the students. Some of the students had taken the role of moderators or observers in the tables and they told classmates to stop playing, there were even some disproving looks between classmates.

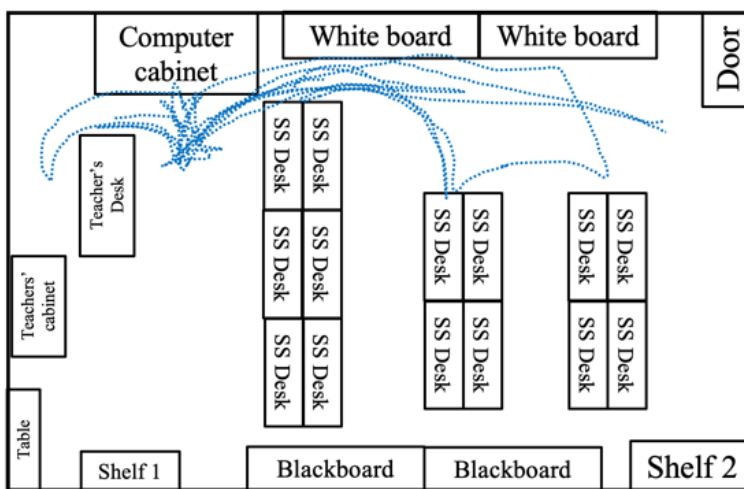


Figure 4.8 T3 Movement

Figure 4.8 displays T3's movement throughout the whole class, during the Spanish class was mainly walking a couple of steps back a forward close to the computer's cabinet, she remained at the left corner of the classroom, especially because she was always handling the computer and the projector. During the math class, T3 moved to the board and stood next to the door. Observing more closely the work of the students. Nevertheless, T3 only walked between the group works and the roads during T4's class when students were distracted.

4.5.2 Rapport and body language

Students approached T3 whenever they wanted to ask something related to the class. However, no personal topics were discussed between T3 and students during the class, Leitão and Waugh (2007) state that learners should feel comfortable enough to also discuss emotional and social

issues. Every time T3 was giving the students' her back by selecting something to display on the projector, students raised their voice and discussed other topics. This was not discouraged by T3, but she did not participate in these discussions. However, she understood that learners needed these short periods of time to vent and relax, and according to Buskist and Saville, (2001), and Lim et.al., (2013) learners need an enjoyable atmosphere in the class. This was observed also in the Math class when students were working with their hands. They were more relaxed and were allowed to be if they did not disturb the class or other classmates. Students helped and supported each other which is another treat of a positive classroom atmosphere.

Students were confident enough to come to the board, answer and read the questions. They did not fear making mistakes in front of the class. Whenever someone answered incorrectly T3 used phrases such as: "A ver fijate bien, revisa tus apuntes" which means "Check your notes, look at them carefully". She does not say "incorrect, nor wrong". Mistakes were allowed, some minutes were invested in the same answer, but the teacher did not answer and waited for the learners to get to the correct answer. Several students came to the front and if they did not get the answer right other students were given a chance to try.

Something similar happened in Math class, when several students folded their colored sheets incorrectly, they approached the teacher to ask for a new one which they got without a problem or a negative comment. Students were not afraid to make mistakes and they even joked about it among them. T3 remained in front of the class showing the students the way they should fold the sheet, whenever T3 saw students distracted she used phrases for the class such as "stop playing around" but without addressing nor calling out a specific learner for most of the class. Nevertheless, when a student (S6) laughed loudly the following exchange took place (See Table 4.4).

Table 4.4 Settle Down

<i>Speaker</i>	<i>Text</i>	<i>Translation</i>	<i>Observation</i>
<i>T3</i>	A ver S6 ¿Quieres salir para tranquilizarte?	<i>Let's see S6, do you want to go out to settle down?</i>	The students that were distracted started to work again.
<i>S6</i>	S6 Mmmmmmm nO	<i>Mmmmm nO</i>	Responded
<i>T3</i>	Puedes bajar S6	<i>You can go downstairs.</i>	Silence form S6 but T3 did not force her to go out and moved on with the class

T3 did not threaten the student with expelling her from the class, instead she offered the option to go outside to settle down, but the student did not accept it and lowered her voice. Durden (2011) stated that to establish a positive relationship a teacher should try to understand the reasons why a student is misbehaving which T3 did not do. But S6 had raised her hand several times to participate but other students answered T3 questions without raising their hands which led to her distraction and further laugh. After this activity T3 reminded the students that they had four minutes left before their break and this encouraged them to work faster.

2.5.3 Modes

The distance between T3 and the students falls into personal distance. T3 was always from 47.5 cm. to 1.3 m. away from students (Scollon & Wong Scollon, 2003, p. 53), she only approached them to give out worksheets. T3 was only observed behind the desk once, her body was positioned

towards students, and her head lifted and lowered constantly. When T3 was standing, a strong posture was observed, her torso was straight, and she seemed really tall.

Throughout the class, when T3 was standing, she was holding sheets of paper in her hands. These sheets of paper were disembodied modes that helped her keep her distance from students, Scollon and Wong Scollon (2003). Learners did not seem threatened by this posture; nevertheless, they understood the distinction between T3 and them and kept that distance. The gaze of T3 shifted constantly. However, it was mainly directed to the screen or to the sheets of paper on her hands. She did look at the students to give the floor after learners raised their hand to participate or answer exercises.

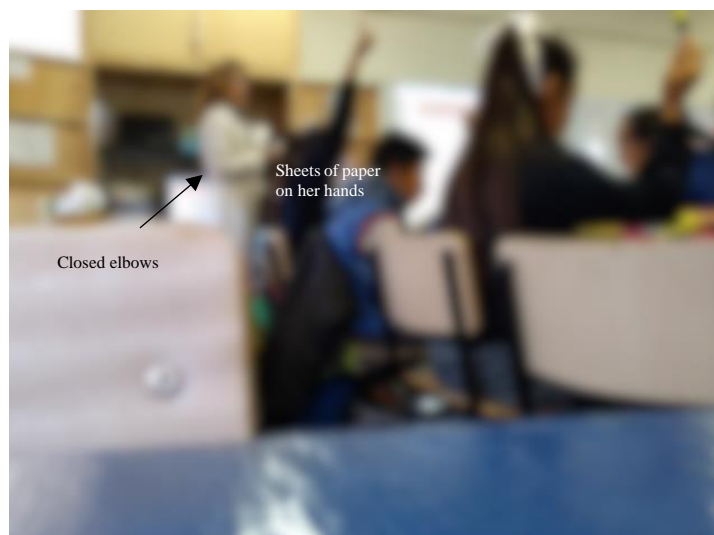


Figure 4.9 T3's Posture

When she was not holding the sheets, she stood with her elbows resting on her hips and hands touching or inside her coat pockets which is a closed posture (Norris, 2004). She performed several metaphoric and iconic gestures. Such as the one shown in Figure 4.8 where T3 was telling a student to take a worksheet and pass the other ones. The first time, T3 only gave this instruction verbally but as this student was not following it, T3 used her right hand to demonstrate the

movement of the phrase “Take one and pass around the rest”. T3 repeated the same phrase 3 times but she did not modify her tone of voice. However, she spoke more slowly and performed with her hand the metaphoric gesture of distributing the sheets by creating small circles that for her meant the sheets moving from student to student.



Figure 4.10 Take one and pass around the rest.

Overall, this was a very disciplined class, and learners did not seem stressed, and they even found small breaks between activities or videos to vent. T3 intervened once in T4’s class because she realized students did not understand the assignment and approached them to help them. When T4’s class was ending T3 was sitting behind her desk, and she chatted briefly with a couple of students. One of these learners shared with her something about her mom and she gave her advice. They both laughed briefly.

4.6 Class 4

T4 is the English teacher at the public school. She arrived at the classroom before the learners’ recess was over.

4.6.1 Classroom organization

T4 did not change nor rearranged the classroom layout. Two students arrived and asked for permission to come in and T4 responded with an “Mm-mhm” without looking at them nor turning around, which was interpreted by the learners as *yes* and they came in. More students arrived but they did not ask for permission to come in which did not bother T4. After most of the students had arrived from their break, T4 told them to stop eating and to clean themselves or she was going to throw away the food. While this was happening, learners were laughing and speaking loudly. T4 greeted students which they responded in chorus, and immediately after she asked, “What is bibliography?” marking the beginning of the class. She told the class that she wanted students to avoid translating but then she started speaking in Spanish and kept speaking Spanish for most of the class.

Students hesitated to participate, and when they raised their hands to come to the board they were constantly ignored. There was a group of students who were called to the board several times, but there were also students who were very distracted and were never encouraged to participate. Participation was an issue in this class, and mistakes were called out blatantly. This class was a very traditional one, because even though T4 had access to a computer and a projector, she decided to use worksheets and some pieces of paper on the board. Foucault’s Panopticon event (Scollon & Scollon, 2004) was observed. T4 was the main monitor of the class and controlled the classroom and the markers. However, she did not control the interactions between students who were constantly chatting and distracted. T3 had to intervene to regain control of the class.

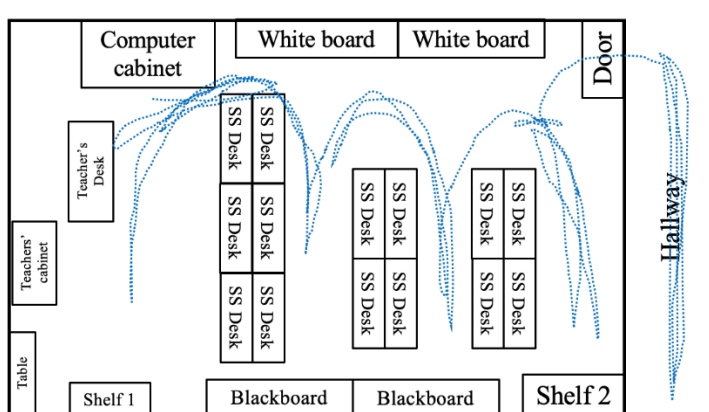


Figure 4.11 T4's Movement

T4 moved constantly around the classroom, especially to monitor students' work. But she only marked students' work or gave them the correct answer. T4's movement was mainly for patrolling the group. After that, T4 asked the students to take a book outside to the hallway to work on an assignment. She stepped outside and kept patrolling learners' work, but students were only allowed to go out when they finished the first activity. Many students were left inside to finish the work and therefore, it took them longer to finish outside too. When most of the students finished the second activity T4 came back inside to ask some questions to end the class and closed the door. After 5 minutes she realized that two students were left outside of the classroom.

4.6.2 Rapport and body language

After the students started arriving from their break, T4 remained preparing things on the board turning her back on the learners. One girl Student 7 (S7) entered the classroom and walked towards T4 to see what she was doing, T4 was still facing the board and did not talk to her. As S7 realized that T4 was not going to turn around nor talk to her, S7 put her hands on her jacket pockets and started walking to her seat while S7 was saying "Hooooo" (*hiiiiii*) to T4. However, this movement made her trip and almost fall, (see Figure 4.10) but as T4 started taking off her jacket, she did not

move towards S7 to help her nor looked at her. T4 simply said “Que formas de llegar...” (*What a weird way to arrive...*) while other students laughed and made fun of S7, T4 kept facing the board. This was the only interaction with students before the class. Lim et.al, (2013) suggest that teachers should welcome learners warmly to their learner communities, but this was not observed.

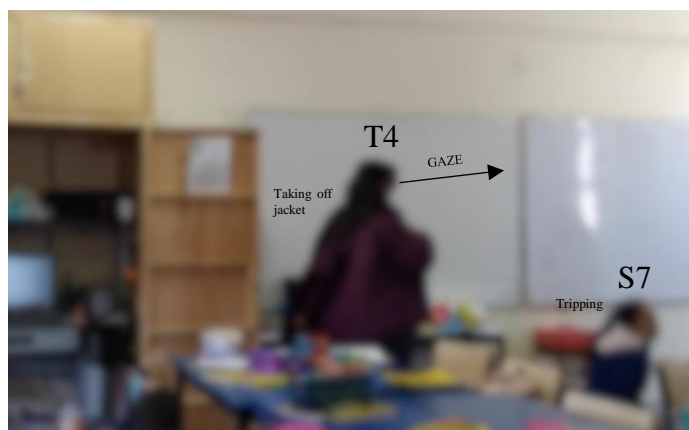


Figure 4.12 Student tripping

After three and a half minutes of being in the classroom, writing and moving papers on the board T4 finally said “Good morning guys!”, to which everyone responded, “Good morning teacher!” and she dove into the topic of the class. T4 used comments such as “rápido, rápido” (*faster, faster*) or “Pero muÉÉÉÉvase asi como que tienen ganas” which means (*C’mon mOOOOve, like if you really wanted to*) to ask the students to perform the activities more motivated or faster. Nevertheless, she did not make sure that students understood the assignment nor explained it to them clearly. She also remarked that she did not want students to check their notes. Lim et. al. (2013) have stated that rapport inside the classroom is also established when teachers solve doubts and misunderstandings. However, T4 did not show a positive attitude towards students’ lack of understanding about the topic which according to Leitão and Waugh (2007) is a key aspect inside the teacher-learner relationship.

Throughout the class T4 made sarcastic and mean comments towards students, especially when they were not answering her questions. Comments included “No one did the homework!” or “No one is getting a participation today”. T4 also said “He has already finished, he can play” to a student who was laughing, and “You are very attentive, that is why I asked you to do it” when she called a distracted student to the board. T4 also said “You don’t have to look for it inside my purse” when a student came near her purse while looking for a piece of paper. And “When are you coming to the board? HELP ME!”.

Therefore, students hesitated to participate, and their participation did not receive positive feedback nor praising phrases. There were no interactions between children and T4 regarding personal topics or personal experience. T4 focused on the students getting the work done and participating, and when this was not happening, she threatened students with taking the participation marks of that day by saying “Voy a poner pocas participaciones verdad? Parece que estan durmiendo” (*I’m not giving you participation marks today, right? You seem like you are sleeping*). Durden (2011) suggests that a teacher should not criticize children and that teachers should also acknowledge student’s efforts.

2.6.3 Modes

When students were on their break T4 arrived at the classroom to prepare for the class, she stood in front of the board turning her back on the students, her attention was focused on the board and on the board only and her posture was closed (Norris, 2004). This was the preparation of disembodied modes which were supposed to help the learners understand the topic. However, later on they proved to be a means of frustration for both, T4 and the students. Because T4 put high value in that activity, when it did not run as she expected she got angry at students.

T4's gaze shifted between students and their notebooks. When T4 gave the floor to a student her gaze was directed at them, and she moved her eyebrows to indicate that students could begin speaking. In the class, she performed several moves with the upper side of her body and her arms. Several deictic modes were observed, but overall T4 used her hands to convey meaning instead of words (Norris, 2004). Metaphoric gestures were observed too, one example of this is when T4 was asking a question and she held her palms of the hand up to make emphasis on the question which was not answered (Figure 4.11). However, as T4 has not established eye-contact with the students, most of the learners' gaze is directed in several directions, but not towards the teacher. The arrows in Figure 4.11 indicate the gaze direction of several students.

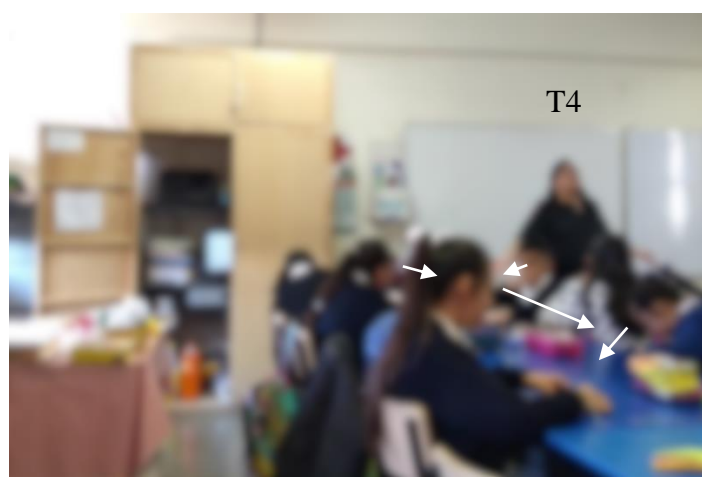


Figure 4.13 T4 asking a question

Another example was the gesture used by T4 was in the hallway and she wanted students to open space for her to move. However, instead of asking students to sit near the wall she moved her hands back a forward by her hips to indicate the movement she needed from the students (see Figure 4.12). After observing this mode, students opened up some space for T4 to walk. And while she was controlling and monitoring the students' work. She used her pen as an embodied mode to

either tick or point with it the correct answer. Nevertheless, T4 and students did not talk much, T4 kept looking mainly at the notebooks and did not engage in eye contact.



Figure 4.14 T4' Excuse me gesture

The proxemics between T4 and the learners was intimate, meaning from 47.5 cm to touch (Scollon & Wong Scollon, 2003) she even touched the shoulders of a couple of students when she was correcting their work and moved from the shoulder another student to make space to walk. But these gestures did not seem natural nor intimate. Students only interacted with T4 when she addressed them, and the interaction always involved the learners' notebooks which served as the channel of communication. If a student did not show the work correctly, no communication was developed.

T4 had a very demanding tone of voice, which remained pretty much flat through the class. She tended to raise her voice when students were not answering her questions and she also placed her hand on her hip as a way of showing discomfort towards students who took too long to answer

the questions. Some students raised their hands shyly, but their effort was ignored because another student was given the floor. Overall, not enough time was given to learners to think about the answer. At times it seemed like the teacher was mainly talking to herself.

4.7 Public school comparison of T3 and T4

T3 took advantage of the technology while T4 never used it. Most of the materials chosen by T3 were attractive for students who participated a lot. T4 only used outdated techniques such as worksheets and colored pieces of paper with words that had to be moved around the board, these were not interesting for students who did not pay attention to her and did not participate either. These were two different approaches, even though T3 was very strict she managed to create in the classroom an enjoyable atmosphere in which students felt confident to make mistakes and a couple of students approached her at the end of the class (Buskist & Saville, 2001; Lim et.al., 2013). While T4 was not able to do that in the same classroom with the same students. Most of them were distracted and not encouraged to participate again.

Their movement around the classroom was different too. T3 did not have to move a lot to have the learners' attention, she did not have to patrol the classroom. The scenario was different for T4 that even when she was moving constantly, she did not manage to get all the students to finish the work in a timely manner. Lim et.al. (2013) suggest that rapport is established by nonverbal behaviors too, like small pats on the shoulder or giving a thumbs up. However, while T4 did touch two students' shoulders, these gestures did not carry any meaning because they were not performed to encourage students, both were done to move students gently. T3 remained in a personal distance from students.

4.8 Conclusions

In this chapter, the analysis of the four classes, their four teachers and the students were presented.

The four teachers performed rapport in a different manner. The classes were at different times a day and from different grades inside two elementary schools, and these variables were considered too. The reader was also presented with a thorough analysis of the classroom organization which included the layout, management skills and the teacher's movement which affected the establishment of rapport, and the way modes were performed. Chapter 5 presents the final conclusions of this study.

Chapter 5 Conclusions

5.1 Introduction

This section provides a discussion of this work and some of the implications on how rapport affects the students' behavior inside four classes of two elementary schools in central Mexico. Studies from other countries had drawn some conclusions on rapport building and this study provides another perspective on how the establishment of rapport can enhance classroom work and improve the student's attitude inside two Mexican classrooms. This chapter provides a brief answer for the research questions, the limitations of the study and further research questions are suggested.

1. How do elementary school teachers from private and public schools establish multimodal rapport interactions in institutions from central Mexico?
2. What multimodal gestures are found in the establishment of rapport inside the previously mentioned context?
3. How do multimodal rapport interactions from elementary school teachers influence their students' behavior in private and public schools in central Mexico?

5.2 Rapport Interactions

As demonstrated above, there were more commonalities between T2 and T3, they were the tenure teachers, who were responsible for teaching most of the subjects and therefore, spent more hours with the students. Less traits in common were found between T1 and T2 who were the teachers from the private school, and between T3 and T4, teachers from the public one. This was probably due to the fact that T2 and T3 established rapport with students before the observed class which resulted in rapport interactions during the class recorded. Some of these interactions included

students approaching T2 and T3's personal space (Scollon & Wong-Scollon, 2003) to share private information or to ask for help when needed. Inside T2's class students were also confident enough to share personal anecdotes and information with the teacher (Lim, Tang, & Tan, 2013). However, T3 understood that students needed spaces inside the class to talk among themselves and this was allowed between activities which created an enjoyable atmosphere in the class, another rapport treat (Buskis & Saville, 2001) as shown in the previous analysis.

From the Rapport observation sheet (Pianta, 1999), it was observed that T2 and T3 knew the students' names, provided positive feedback for students' participation and used oral praises when students answered correctly. Both teachers gave all students equal opportunities to participate (Kapur, 2020), but T3 also allowed students to make mistakes, she did not impose correct answers and provided time for students to get to the correct answer before she gave it to them. T2 and T3 did not give up discipline to achieve rapport, they were, overall very respectful towards students and their emotions.

From the private school, both T1 and T2 called out students in front of their classmates for their tardiness and their absences which is something the learners do not seem to control. T1 and T4 did not encourage students collaborative work, T1 even asked students not to help their classmates while T4 did not want students to check their notebooks for informations they did not remember. Both T1 and T4 threatened students, T1 with taking their recess time and T4 with taking their participations points although these strategies did not seem to work because students did not work faster nor participated more. T4 also made sarcastic comments over chatting students.

T1 and T4 were also very worried about students finishing the work and the activities they had planned for the day as shown by their gestures in the analysis. Their main objective was to finish their class plan. It seems they were not concerned with learning, nor with doing meaningful

classroom activities, and definitely not to engage in positive interactions, but to have a product at the end of the class and T4 barely manage to do so as demonstrated in the previous chapter. For T1 and T4 to be language teachers, they communicated little with students in Spanish and even less, in English. T1 ignored the students constantly and when she was asked personal questions she shushed them. T4 used body language towards students who seemed used to decipher these hand and facial gestures.

5.3 Multimodal gestures

On the one hand, T1 and T4 did not engage in eye contact with the students, and they performed modes of discomfort such as putting their hands on their hips (T4) when students were taking too long to finish an activity or stepping the hills to make a student move faster (T1) and they used a threatening tone of voice towards the students that did not understand assignments or were late, these actions prevented the establishment of rapport. The four teachers' proxemics ranged between personal and intimate distance (Scollon & Wong-Scollon, 2003; Norris, 2004); however, this was mainly because the classrooms were small and there were over 20 students in both classrooms.

On the other hand, T2 and T3 gaze was directed at students and used this mode to give the floor to students who wanted to talk, thus creating good rapport. They also used metaphoric gestures (Norris, 2004) to emphasize some expressions, and they had a consistent tone of voice that was gently raised to get the students' attention, but this raise was different when compared to T1 and T4 the high pitch used whenever they got frustrated towards students' lack of participation. When T1, T2, and T3 wanted to get the students' attention back, they moved to another point of the classroom which served as a gesture for the students to stop talking.

The four teachers used disembodied modes that prevented interaction between them and the students, T1 dropped books on a table when she could have handed them to students. T2 kept a book under her arm and inside her pockets, T3 held sheets of paper on her hands throughout the class and T4 had a pen in her hands with which she marked students' notebooks without talking to them. Also, students used disembodied modes to communicate such, especially with the teachers who spoke little (T1 and T4). One salient example of the use of disembodied modes is the clock that was used throughout the class by T1 to emphasize some learners' tardiness, when the class was ending students used the same clock and started asking what time it was to emphasize that it was time for the teacher to leave. Inside T4's class, the notebook was used by students to also communicate with the teacher, several students showed their notebook without saying anything to T4 for her to grade them. And by doing so, students were adopting and adapting to the modes their teachers were using.

5.4 Student's behavior

As shown in the analysis, T2 and T3 had more participation from the students in class, these were the teachers who established rapport with the students. T2 was discussing anecdotes and she took time to listen to the students, she also provided them with opportunities to participate causing students' interest and they kept raising their hands to ask for the floor. Students also served as attentive listeners for their classmates and even asked follow-up questions for the anecdotes being shared. Something similar happened inside T3's class, she asked questions related to a text and a video that they reviewed together. Students had the chance to answer, but what was very encouraging for students' participation was that if a student made a mistake T3 did not say that it was incorrect, she asked the student to check their notes again or try to remember what she saw.

These two approaches resulted in an overflow of raised hands. Students also volunteered to help teachers deliver material inside T2 and T3 class which helped the class work more efficiently, since this gave students a sense of responsibility inside the class. Inside T3's class time students also developed a role of supervisors in their learning groups and some students shushed other classmates when they were speaking too loudly or playing, they also gave disapproving looks at classmates who were not paying attention until they started paying attention again. This, in a way, made the learners responsible for their own discipline, so teachers could focus more on teaching.

Inside classes 1 and 4 a different scenario was observed. Students participated little as both teachers focused on getting work finished before the end of the class, and what ended up happening were distracted students who did not ask nor answered questions. T1 shushed students over and over again and ignored their requests to close the door or permissions to go to the bathroom, she did not care much about the participation because she gave students little opportunities to do so. At the beginning of class 4, T4 kept choosing the same students and ignored some others who wanted to come to the board. This caused the students to participate less and T4 ended up screaming to the students because they were not paying attention nor coming to the board without realizing that this was caused by her. After the screaming students raised their hands even less and more shyly.

As the communication between T1 and T4 was little, students' interaction was among them. This interaction, also discouraged by T1 and T4 who were either shushing students (T1) or making sarcastic remarks, resulted on the students not paying attention (T4). Inside T4's class, this happened partially because learners did not understand the assignment, but also because it was not a positive learning environment (Lim et.al., 2013) as discussed in the previous chapter. Since the

beginning of the class T4 showed little concern for a student that almost fell near her, and she also made remarks on a student looking for a marker allegedly too close to her purse. Nevertheless, T4 implied that this student wanted to take something from her purse. T1 and T4 also made comments on students not checking their notes to answer a question (T4).

5.5 Limitations of the study

One of the main limitations of this study was the Covid-19 outbreak in March 2020. The four classes were observed before the pandemic started, but I wanted to observe at least one more class which was not possible due to the Mexican restrictions and because schools have not come back to in-person classes by the time these limitations were written. It was also difficult to get the permission form schools and their parents due to the recordings. I was able to do this research because I knew people from these schools.

I focused in two different contexts to try to have a broader perspective of rapport establishment in central Mexico. However, four classes and two schools represent a small number of participants which makes it difficult to draw conclusions, even though the schools were specifically chosen one public and one private to provide a wider range of results. Nevertheless, the two different grades were the ones offered by the school, but I consider that was also a limitation because the ages of the students were too different, and the relationship established may change due to the level of maturity of the students (Escobar-Medina , 2015).

5.6 Directions for further research

I believe that the Covid-19 pandemic may have changed the way students and learners interact with each other, so it will be very interesting to analyze the way rapport is established inside the online classes and inside the new-normality of the classrooms. And I also believe this can be explored inside different learning contexts and methodologies such as Montessori and blended learning. Because as Leitão and Waugh (2007) state, if we know more about the teacher-student relationship, we can make better use of this resource in our communities.

It will also be fascinating to observe the way rapport is established in larger groups and different contexts, such as peripheral communities in Mexico and Latin America, because as Gremler & Gwinner (2000) mention “It is quite possible that rapport manifests it-self differently in various degrees in other cultures”. While doing the literature review, I also found out that there were little studies of rapport developed in secondary school and even less in kindergarten therefore, there is a niche in which other researchers could focus, especially to try to analyze the way rapport establishment varies in these three different levels of basic education.

Lastly, I believe that even when the instruments chosen to carry out this paper were very helpful, they could be enriched especially in longitudinal studies by questionnaires and interviews like the ones carried out by Grahe & Bernieri, (1999), García-Rangel et.al. (2014), Kahlori, (2014), Košir & Tement, (2013), Lim, et. al. (2013), Leitão and Waugh (2007), Nathan (2018). Because they have proven the importance of the use of qualitative and quantitative instruments.

5.7 Implications

I truly believe that this paper can help shed some light on the importance of the establishment of positive relationships because the results of this paper proved that out of the four teachers only two

managed to establish rapport with the students which created a more functional atmosphere and workspace. This I believe, can become an achievable goal in many schools in Mexico and Latin America and this paper provides several examples in which common gestures can enhance the establishment of rapport.

It also shows how some attitudes from teachers such as scolding students in front of the class not only prevents the establishment of rapport but also creates an environment in which students feel vulnerable. I think this paper is a good example on how teachers can become conscious if their attitudes are promoting the development of a positive learning environment (Burke-Smalley, 2018). And one of the main objectives of this paper was also to create awareness of the importance of including the establishment of rapport inside a curriculum for teacher training as the work is to relate to students on the daily basis (Frisby & Martin, 2010).

5.8 Conclusions

I think that rapport has a great influence inside elementary school classrooms, especially in the learners' attitude. It was observed that the learners' attitude was much more positive in those classrooms where teachers established rapport than in those where teachers did not. More participation and cooperation inside the class were two of the main treats inside the two classes where teachers created a friendly atmosphere. The teachers that established rapport also dealt with less disruptive behaviors and were able to communicate with the learners effectively. On the other hand, the lack of rapport establishment from the English teachers resulted in students' lack of interest and participation inside the class, thus creating a hostile environment for their learners. It was also quite disappointing to see that the language teachers were the ones who communicated less with their students.

Multimodality interaction analysis also showed to be helpful to analyze gestures such as body posture when the teachers were frustrated with the students, and the way disembodied modes were used to prevent the establishment of rapport inside class 1 and 4. Multimodal interaction analysis also helped see how the little adjustments in a class can make the difference, like singing briefly before the class started (T2) or allowing the students to make mistakes (T3). And I believe that these adjustments are influenced partly by the experience of a teacher, but they are also a decision that not all teachers are aware that they can make.

This study also provides insights from the way education takes place in Mexico, a Latin-American context which has not been analyzed from the perspective of rapport which is such an important variable inside the teacher-student relationship. Rapport establishment has perhaps not received as much attention as it should (Frisby & Martin, 2010). The great benefits that it has inside classroom management and organization have been ignored. Moreover, perhaps these rapport tools must be learned by education professionals themselves through their everyday practice.

I believe that if teachers were taught these skills during their training time, they would not have to struggle with this variable in their novice years and throughout their teaching career. Teacher training programs would benefit if they included rapport establishment inside their curriculum, which is already being taught to other professionals such as doctors and psychologists. Finally, I hoped this study has shed some light on the establishment of rapport at primary school level and can raise some awareness among teachers on the importance of a good environment in their classrooms.

References

- Clabby, J. , & O'Connor, R. (2004). Teaching Learners to Use Mirroring: Rapport Lessons From Neurolinguistic Programming. *For the Office-based teacher of Family Medicine*, 2-4.
- Capella, J. N. (1990). On Defining Conversational Coordination and Rapport. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 303-305.
- Capern, T., & Hammond, L. (2014). Establishing Positive Relationships with Secondary Gifted Students and Students with Emotional/Behavioural Disorders: Giving These Diverse Learners What They Need. *Australian Journal of Teacher Education*, 39(4), 46-67. doi:<http://dx.doi.org/10.14221/ajte.2014v39n4.5>
- Leitão, N. & Waugh, R. (2007). Students' Views of Teacher-Students Relationships in the Primary School. *37th Annual International Educational Research Conference* (pp. 2-32). Australia: Australian Association for Research in Education at Fremantle.
- Lim, C. S., Tang, K. N., & Tan, S. F. (2013). Building rapport with pupils to enhance teaching: implications from observing three primary excellent teachers. (U. P. Press, Ed.) *Journal of Social Sciences and Humanities*, 21(3), 1093 - 1095. Retrieved from <http://www.pertanika.upm.edu.my/>
- Covarrubias-Papahiu, P., & Piña-Robledo, M. (2004). La interacción maestro-alumno y su relación con el aprendizaje. *Revista Latinoamericana de Estudios Educativos*, 24(1), 47-84.
- Cresswell, J. W. (2003). *Research Design Qualitative, Quantitative. and Mixed Methods Approaches* (2nd. ed.). California: Sage Publications.

- Burke-Smalley, L. (2018). Practice to Research: Rapport as Key to Creating an Effective Learning Environment. *Management Teaching Review*, 1-14. doi:10.1177/2379298118766489
- Buskis, W., & Saville, B. K. (2001, March 1). *Rapport Building: Creating positive emotional context for enhancing teaching and learning*. Retrieved from Association for Psychological Science: <https://www.psychologicalscience.org/>
- DePaulo, B. M., & Bell, K. L. (19 de November de 2009). *Rapport Is Not So Soft Anymore*. Recuperado el 2020, de Psychological Inquiry: An International Journal for the Advancement of Psychological Theory: for authors and subscription information: <http://www.tandfonline.com/loi/hpli20>
- Durden, T. (2011). Making it Happen: Building Positive Relationships with Children. HEF601 Participant Guide. *Extension*, 2-8.
- Dyrenfort , T. (2017). Classroom success through rapport building. Retrieved September 4th, 2020, from www.usma.edu/cfe/literature/dyrenforth/14.pdf
- Escobar-Medina , M. B. (2015). Influencia de la interacción alumno-docente en el proceso enseñanza-aprendizaje. *Paakat: Revista de Tecnología y Sociedad*, 5(8), 1-8.
- Faranda, W. T., & Clarke, I. (2004). Student observation of outstanding teaching: Implications for marketing educators. *Journal of Marketing Education*, 26.
- Frisby, B., & Martin, M. (2010). Instructor–Student and Student–Student Rapport in the Classroom. *Communication Education*, 59(2), 146-154. doi:<http://dx.doi.org/10.1080/03634520903564362>

- García-Rangel, E. G., García-Rangel, A. K., & Reyes-Angulo, J. A. (2014). Relación Maestro Alumno y sus Implicaciones en el Aprendizaje. *Ra Ximhai*, 10(5), 279-290.
- Garret, T. (2015). Balancing Caring and Order. *Kappa Delta Pi Record*, 51-56.
- Goffman, E. (1964). The Neglected Situation. *American Anthropologist, New Series of The Ethnography of Communication*, 66(6), 133-136. Retrieved from <http://www.jstor.org/stable/668167> .
- Goffman, E. (1981). *Forms of Talk*. Pennsylvania: Philadelphia Press.
- Gordon, M., & Bayrami, L. (2018). The Power of Positive Relationships. *Think, Feel, Act: Empowering Children in the Middle Years*, 1-10.
- Grahe, J., & Bernieri, F. (1999). The Importance of Nonverbal Cues in Judging Rapport. *Journal of Nonverbal Behavior*, 256-269.
- Gremler, D., & Gwinner, K. (2000). Customer-Employee Rapport in Service Relationships. *Journal of Service Research*, 82-104.
- Haynes, L. & Backell, B. (2011). First-class teaching: Building rapport between teachers and students. In A. Stewart (Ed.), *JALT2010 Conference Proceedings*, 243-251.
- Hussain, N., Nawaz, B., Nasir, S., Kiani, N., & Hussain, M. (2013). Positive Teacher-Student Relationship and Teacher Experience-A Teacher's Perspective. *Global Journal of Management and Business Research Interdisciplinary*, 8(3), 1-4.
- INEE. (2019). Principales cifras Educación básica y media superior Inicio del ciclo escolar 2017-2018. *Indicadores Educativos*, 1-210.

- Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Review of Research in Education*, 32(1), 241-267. doi:10.3102/0091732X07310586
- Jewitt, C. (2014). *The routledge handbook of multimodal analysis*. New York: Routledge.
- Kahlori, Z. (2014). The Relationship between Teacher-Student Rapport and Student Willingness to Cheat. *Procedia - Social and Behavioral Sciences*, 136, 1153-158.
- Kapur, R. (2020). Understanding the Principles and Strategies of Classroom Management. *University of Dehli*, 1-14.
- Košir, K., & Tement, S. (2013). Teacher–student relationship and academic achievement: A cross-lagged longitudinal study on three different age groups. (Springer, Ed.) *European Journal of Psychology of Education*, 6-23.
- Kress , G., Jewitt, C., Bourne, J., Franks, A., Hardcastle , J., Jones, K., & Reid , E. (2005). *English in Urban Classrooms*. Oxford : Routledge Falmer .
- Kress, G. (2000). Multimodality: Challenges to think about language. *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*, 337-340. Retrieved from <http://www.jstor.org/stable/3587959>
- Kress, G., & van Leeuwen, T. (1998). Front Pages: (The Critical) Analysis of Newspaper Layout. In A. Bell, & P. Garrett, *Approaches to media discourse* (pp. 186-219). Oxford: Blackwell.
- Monroy, C., & Trines, S. (23 de May de 2019). *Education in Mexico*. Obtenido de World Education News and Reviews: <https://wenr.wes.org/2019/05/education-in-mexico-2>
- Nadler, J. (2007). Building rapport and a better deal. *Negotiation*, 10, 3-9.

- Nathan, L. (2018). Student-Teacher Rapport and its Impact on Students' Sense of Fulfillment. *Capstone Projects and Master's Theses*, 1-29. Retrieved from https://digitalcommons.csumb.edu/caps_thes_all/259
- Norris, S. (2019). *Systematically Working with Multimodal Data, research Methods in Multimodal Discourse Analysis*. Hoboken: John Wiley and Sons.
- Norris, S. (2004). *Analyzing multimodal interaction: A methodological framework*. New York: Routledge.
- Norris, S. (2016). Concepts in multimodal discourse analysis with examples from video conferencing. *Yearbook of the Poznań Linguistic Meeting 2*, 141–165. doi:10.1515/yplm-2016-0007
- Oliver, R. M., & Reschly, D. J. (2007). Effective Classroom Management: Teacher Preparation and Professional Development . *National Comprehensive Center for Teacher Inquiry*, 1-20.
- O'Halloran, K. L. (2011). Multimodal Discourse Analysis. In K. Hyland , & B. Paltridge, *The Continuum Companion to Discourse Analysis* (pp. 120-138). London and New York: Continuum.
- Pianta, R. (1999). *Enhancing the relationship between children and teachers*. Washington DC: American Psychological Association.
- Pianta, R., Hamre, B., & Allen J. (2001). *Handbook of Research on Student Engagement*. Boston: Springer.

- Ramírez, M.-J., & Viteri, A. (2016). Third and sixth grade teachers in Latin America and the Caribbean: Characteristics, perceptions and relationship with student learning achievement. *UNESCO Regional Bureau for Education in Latin America and the Caribbean*, 1-68.
- Rhymes, B. (2009). *Discourse Analysis, a tool for critical reflection THE DISCURSE AND SOCIAL PROCESSES SERIES*. Cresskill, New Jersey.: University of Pennsylvania.
- Richards, K. (2003). *Qualitative Inquiry in TESOL*. New York: Palgrave MacMillan.
- Rowan, L. O. (2012). Managing your Classroom Effectively: Step by Step. *New Teacher Advocate*, 12-13. Retrieved from www.kdp.org
- Scollon, R. (2001). *Action and text: toward an integrated understanding of the place of text in social (inter)action*. In: *Methods of Critical Discourse Analysis*. London: Sage.
- Scollon, R., & Scollon, S. W. (2004). *Nexus Analysis: Discourse and the emerging Internet*. London: Routledge.
- Scollon, R., & Wong Scollon, S. . (2003). *Discourses in place, language in the material world*. . London: Routledge 11.
- Scollon, R., Scollon, S. W., & Jones, R. H. (2012). What Is a Discourse Approach. In R. Scollon, S. W. Scollon, & R. H. Jones, *Intercultural Communication, a Discourse Approach* (Third Edition ed., pp. 1-24). Oxford: Willey-Backwell.
- Sampieri, R., Collado, C., & Lucio, P. (2010). *Metodología de la investigación*. Mexico: McGrawhill.

- Shalaway, L. (1998). Chapter One: A Good Place to Start: Classroom Organization and Management. En L. Shalaway, *Learning to Teach... Not just for beginners: The Essential Guide for All Teachers* (págs. 12-49). New York : Scholastic Professional Books .
- Shafer, J. (23rd de November de 2016). *Nonverbal Cues That Signal Rapport*. Obtenido de Psychology Today: <https://www.psychologytoday.com/us>
- Stronge, J. H., Tucker, P. D., & Hindman, J. L. (December de 2004). *Chapter 3. Classroom Management and Organization*. Obtenido de ASCD Express: <http://www.ascd.org/publications/books/104135/chapters/Classroom-Management-and-Organization.aspx>
- Webb, N. & Barret, L. (2014). Instructor-Student Rapport in Taiwan ESL Classroom. *Teaching & Learning Inquiry*, 2(2), 9-23.
- Zainal, Z. (2007). Case study as a research method. *Journal Kemanusiaan*, 9, 5-7. Retrieved from <http://www.jurnal-kemanusiaan.utm.my/index.php/kemanusiaan/article/view/165/158>
- Zein, S. (2019). Classroom Management for Teaching English to Young Learners. In S. Garton , & F. Copland , *The Routledge Handbook for Teaching English to Young Learners* (pp. 154-169). Oxon: Routledge Taylor & Francis Group .

Appendix A - Field Notes

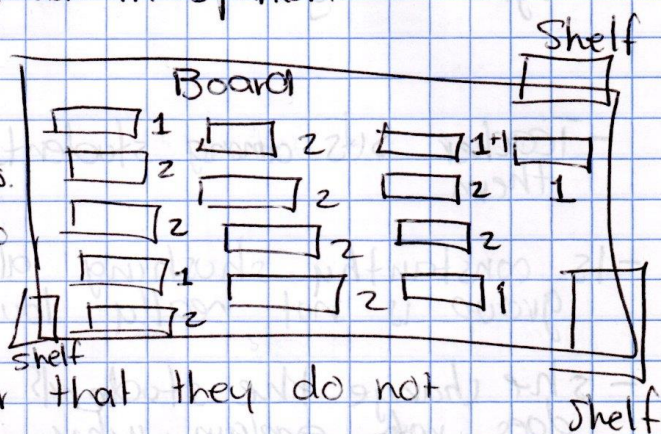
8:11 - Vocabulary drilling
Writes down names of exercise, no instruction is given so far. The students are

8:14 - Confrontation in Spanish.

11 boys
17 girls

22 students.

- ¿Por que no vino ayer?
- Shh!



* Students refer that they do not understand.

- Seems impatient while students work. constantly stepping on her high heels.

- Does not engage in eye contact or does it but for brief moments.

- There's pressure on the teacher over a festival, and

- Students are denied permission to go to the bathroom several times.

S1 - Hace frío

S2 - Por favor puede cerrar la puerta que tengo fos.

T - Ignores both.



English

11:40

- Students ask in Spanish
- Teacher answers in English

- Ay no!!

- Greet. - everyone answers

- After the break.

- Students laugh at the students that try to participate. Teacher ignores that

- Pero moverse así como que tienen ganas.

.. mi vida

- Does not try to speak English.

- Teacher controls the student work closely

- Touches shoulder

- leans to students

- Teacher checks individually and gives ~~information~~ feedback about their work

- Students do not look motivated at all

- Most of them are extremely passive.

- And some do not participate at all.

- Students start talking when teacher is writing on the board and none of them are ~~paying~~ paying attention. except for the ones that are on the board



Appendix B – Observation sheet

Spanish

6h

Teacher...	Y e s	Partly	N o	Comments
1. Knows students' names or shows interest in learning them.	X			knows everyone's name
2. Tries to identify students' interests and preferences and interests			X	
3. Uses relevant class material		X		
4. Greet every child by its name				
5. Is enthusiastic about teaching.			X	
6. Gives student's oral praises.		X		
7. Rewards learners' participation with appropriate feedback.		X		
8. Plays with children before the class.			X	
9. Shares information about him/herself to find things in common with children			X	
10. Is respectful with children.	X			
11. Listens to the child's ideas and stories. Is an attentive audience.		X		
12. Knows the students background and is unbiased about it.				was not shown
13. Provides opportunities and time for the students to express themselves.		X		
14. Encourages students to participate		X		
15. Seems comfortable in class.	X			
16. Is willing to participate in classroom activities with students.		X		
17. Pays attention to every student in an equal form			X	
18. Recognizes and reduces student's stress			X	
19. They have an opportunity to plan, organize, collaborate, negotiate, solve problems and make decisions.			X	
20. Shows sensitivity for student's emotions and needs		X		
21. Students are able to approach the teacher regarding academic issues	X			
22. Students are able to approach the teacher about emotional concerns			X	
Body language				
23. Makes eye contact		X		
24. Leans forward to students			X	
25. Smiles to the students			X	
26. Hugs, high fives, or gives a thumbs up to students.			X	
27. Tilts head in a similar position as the students		X		
28. Shows discomfort towards bad behaviors	X			

English. 6th

Teacher...	Y e s	Partly	N o	Comments
1. Knows students' names or shows interest in learning them.	X			
2. Tries to identify students' interests and preferences and interests			X	
3. Uses relevant class material		X		
4. Greets every child by its name			X	
5. Is enthusiastic about teaching.			X	
6. Gives student's oral praises.			X	
7. Rewards learners' participation with appropriate feedback.			X	
8. Plays with children before the class.			X	
9. Shares information about him/herself to find things in common with children			X	
10. Is respectful with children.	X			
11. Listens to the child's ideas and stories. Is an attentive audience.			X	
12. Knows the students background and is unbiased about it.				
13. Provides opportunities and time for the students to express themselves.			X	
14. Encourages students to participate		X		
15. Seems comfortable in class.			X	
16. Is willing to participate in classroom activities with students.		X		
17. Pays attention to every student in an equal form	X			
18. Recognizes and reduces student's stress			X	
19. They have an opportunity to plan, organize, collaborate, negotiate, solve problems and make decisions.			X	
20. Shows sensitivity for student's emotions and needs		X		
21. Students are able to approach the teacher regarding academic issues	X			
22. Students are able to approach the teacher about emotional concerns			X	
Body language				
23. Makes eye contact		X		
24. Leans forward to students	X			
25. Smiles to the students			X	
26. Hugs, high fives, or gives a thumbs up to students.		X		
27. Tilts head in a similar position as the students	X			
28. Shows discomfort towards bad behaviors	X			