

# A Pragmatic Analysis of Rapport Orientation in Selected Rehabilitated Schools in Syria

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## Abstract

*Rapport orientations are not frequently explored in educational discourse, despite their significant role in enhancing or maintaining relationships between students and teachers, and in avoiding or mitigating embarrassing situations. This paper aims to investigate the rapport orientations of students and teachers based on Spencer-Oatey's (2008) theory. A descriptive-analytical method was adopted to analyze and interpret the questionnaires from students and teachers in selected rehabilitated schools in Syria. The software MAXQDA was used to comprehensively analyze the data. The results showed that most students had a tendency to be focused on improving their teachers' viewpoints. The results also show that teachers' orientations in students' perspectives tend to be enhancement-focused, although around half of the students do not mind whether their teachers' rapport orientation is enhancement or neglect/challenge. It is worth noting that some teachers do not prioritize building rapport with their students or are oriented toward neglect or challenge rapport, according to students' perspectives. Factors such as students' motivation and satisfaction, personality, and teachers' awareness of teaching methods are all considered in this study to provide a comprehensive analysis of the phenomenon.*

**Keywords:** Rapport orientation, educational discourse, student-teacher relationship, motivation, rehabilitated schools

## INTRODUCTION

Communication, whether formal or informal, is integral to everyday life. In formal settings such as schools, it is essential for interlocutors to establish rapport during communication. Rapport, when effectively managed, fosters smoother relationships and facilitates meaningful interaction. The title of this study highlights the relevance of pragmatics, the study of contextual meaning in communication,

with a focus on both verbal and non-verbal teacher-student interactions in Syrian classrooms. The situational context is crucial, especially considering the challenging environment of Syria, where schools have undergone rehabilitation.

## Research Problem

Syria has faced devastating conflicts that have severely impacted infrastructure, including educational institutions. Schools in conflict zones have experienced collapse and damage, which has affected the education sector. The economic crisis, exacerbated by the 2020 COVID-19 pandemic and a recent earthquake, has left Syrians grappling with challenges in education. This study explores the rapport-building strategies of teachers in rehabilitated schools in Damascus, Homs, and Hama,

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aiming to evaluate student motivation and its impact on their willingness to learn. Student personalities and teaching methods are analyzed to provide an in-depth understanding of the rapport phenomenon.

### **Research Aims**

This study aims to assess the rapport orientations of teachers and students in selected rehabilitated schools in Syria. Additionally, it seeks to measure student motivation and its correlation with rapport in promoting academic success.

### **Research Significance**

This study is significant for educators seeking to enhance their teaching techniques. By providing empirical evidence, it offers insights into the rapport-building models applied in classrooms. Moreover, it opens possibilities for further studies, such as analyzing rapport in Ukraine's war-damaged schools.

## **THEORETICAL FRAMEWORK**

### **Pragmatics Definition**

Pragmatics is the study of interpreting meaning based on context rather than the linguistic system alone (O'Keeffe, Clancy, & Adolphs, 2011) [1]. It involves understanding language within context, considering factors like the speakers' backgrounds, social relationships, education levels, implied intentions, and cultural nuances (Austin, 1975; Grice, 1975; Brown & Levinson, 1987; Glick & Locher, 2006) [2–5].

### **Rapport Definition**

During interaction, rapport is built through language exchange and the monitoring of communication by both interlocutors. Linguistic politeness plays a vital role in rapport management (Spencer-Oatey, 2008) [6]. Rapport management involves maintaining harmony and smoothness in relationships, while mismanagement leads to discord (Spencer-Oatey, 2005) [7]. Politeness, therefore, is central to rapport management, which aligns with social norms and practices established over time.

### **Rapport Classification**

Spencer-Oatey (2008) classified rapport orientation into four types: rapport-enhancement orientation (a desire to enhance or strengthen harmonious relations between participants), rapport-maintenance orientation (a desire to maintain or protect harmonious relations), rapport-neglect orientation (a lack of concern or interest in the quality of relations, perhaps due to a focus on self), and rapport-challenge orientation (a desire to challenge or impair harmonious relations) [6].

### **Rapport Judgments**

Spencer-Oatey (2005) proposed that rapport is based on judgments concerning three aspects: "behavioral expectations, face sensitivities, and interactional wants [7]." Behavioral expectations are tied to past experience or others' experiences over time, as identified by Locher (2004) [8]. Regarding face sensitivities, two types of face were described: respectability face, which reflects an individual's prestige, honor, or good name and identity face, which is situation-specific and highly vulnerable, as described by Goffman (1967) [9]. Spencer-Oatey also differentiated between transactional and interactional goals, stating that they are intertwined and cannot be analyzed separately. Watzlawick et al. (1967) explained that "every communication has a content and a relationship aspect such that the latter classifies the former and is therefore a metacommunication [10]."

### **Previous Studies**

Reski and Aswad (2018) examined the effects of interruptions on rapport orientations in two meetings held in an educational institution in Makassar [11]. The data were collected through video recordings of the participants' meetings, questionnaires with questions related to the use of interruptions, and participant observation to obtain their responses regarding interruptions during the meetings. The results indicated that there were two types of interruptions: competitive and cooperative. These interruptions

had varying effects on rapport orientations, depending on the type of interruption. Competitive interruptions, such as showing disagreement and correcting others' mistakes, had negative effects on participants, as these interruptions threatened their face, sociality rights and obligations, and interactional goals, and reduced rapport enhancement. On the other hand, cooperative interruptions had positive effects on rapport enhancement by saving other speakers' face, supporting the main speakers' points, clarifying statements, backchanneling, and performing relational work.

Djenar (2019) investigated interviews with authors of Indonesian Teenlit to explore how rapport is built in interaction [12]. The analysis had two parts: the first focused on the opportunity interviewees had to share information and claim knowledge when the interviewer lacked fluency, and the second examined the engagement of participants in mutual claim-making to enhance rapport. The findings revealed that participants utilized various interactional resources, including discourse particles, repetition, shared laughter, and authors' willingness to provide additional information, thus fostering rapport.

Culpeper (2020) examined the communicative style of three peer mentors in the context of online language teaching to identify the rapport orientations that were managed among participants, which influenced student engagement [13]. Data included 685 forum posts, 273 of which were analyzed in relation to the mentors. The study introduced the orientation of neutrality to serve the research purpose. Findings indicated that the three mentors exhibited different rapport orientations. Mentors 1 and 3 shared similar communicative styles, oriented toward rapport enhancement and, to some extent, neutrality. They enhanced rapport through positive wishes, evaluations, expressions of sympathy, and building common ground, while neutrality was displayed by providing information. Mentor 2 was oriented toward rapport maintenance by giving requests, instructions, and advice, and showed neutrality by giving information. The study concluded that rapport enhancement positively affected student engagement, but the absence of rapport did not have a negative impact on students.

## **RESEARCH HYPOTHESES**

1. Teachers are oriented towards rapport enhancement in the selected rehabilitated schools in Syria.
2. Teachers are oriented towards rapport neglect/challenge in the selected rehabilitated schools in Syria.
3. Students are motivated for learning and success in the selected rehabilitated schools in Syria.
4. Students lack motivation for learning and success in the selected rehabilitated schools in Syria.

## **RESEARCH METHODOLOGY**

The methodology of this study is presented in alignment with the analytical tools of the adopted theories. It begins by introducing the model of analysis, followed by a description of the data that is analyzed, and then outlines the instruments employed to achieve the study's goals, with a focus on ensuring the reliability and validity of these instruments.

### **The Adopted Model of Analysis**

Spencer-Oatey's (2008) rapport management model is adopted to examine the language used by the interlocutors [6]. Kádár and Pan (2011) noted that the discursive approach is advantageous in providing a deeper understanding of (im)politeness behavior because: "By accepting diversity and the potential appropriateness and acceptability of seemingly 'atypical' behavior, rather than assuming that there are uniform rules of behavior and hence excluding certain ways of behavior from our analysis, we are able to explain some anomalies of...im/politeness [14]."

### **Data Collection**

The data for this study is collected from 60 teachers and 120 students from various rehabilitated schools in Damascus, Homs, and Hama, Syria.

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### **Instruments of the Study**

The primary instruments used in this study are questionnaires designed for both teachers and students. Additionally, MAXQDA software is utilized to ensure precision in extracting results and to provide the researcher with a comprehensive overview of the phenomena being studied.

### **CAQDAS Software**

Computer-Assisted Qualitative Data Analysis Software (CAQDAS) is essentially a database that holds source data such as transcripts, videos, audios, memos, and any other documents available in electronic form. It supports the annotation, coding, sorting, and manipulation of these sources, while also maintaining a record of all such activities (Gibbs, 2014) [15]. In this study, MAXQDA is employed, which helps the researcher organize her work and facilitates locating relevant material later during the analysis. The electronic analysis offers the advantage of highlighting codes using bold or italics, making it easier to retrieve them, and any code can be easily deleted. This system helps the researcher stay organized and prevents overwhelming data from obstructing clear analysis.

### **Reliability and Validity of the Instruments**

According to Gibbs (2014), researchers must focus on two concepts to ensure their research is reliable: internal reliability and external reliability [15]. Internal reliability refers to the consistency and accuracy of the procedures followed for data collection, analysis, and interpretation. In contrast, external reliability concerns the replicability of the study, meaning that similar research, conducted under similar conditions, should yield the same results.

To verify the reliability of the analysis, identical procedures for coding and classifying the data can be applied to all transcripts of audio records, thereby ensuring consistency and accuracy in data analysis and interpretation. Additionally, MAXQDA software is used as a tool to check the validity of the analysis. Validity is defined as "the extent to which a concept is accurately measured in a quantitative study." It pertains to the accuracy of the instrument in measuring what it is intended to measure. Therefore, MAXQDA is employed to check the occurrence of codes along with the current explanations provided in the analysis.

## **RESULTS AND DISCUSSION**

This section explores the rapport orientation of both students and teachers and measures the degree of students' motivation based on the perspectives of both groups. The study also considers teachers' awareness of teaching strategies and approaches, as well as the students' personality traits. Additionally, it evaluates the students' level of hard work to provide a comprehensive understanding of the phenomena under investigation.

The rapport orientation of students, from the teachers' perspectives, is measured using 12 strategies relevant to rapport management.

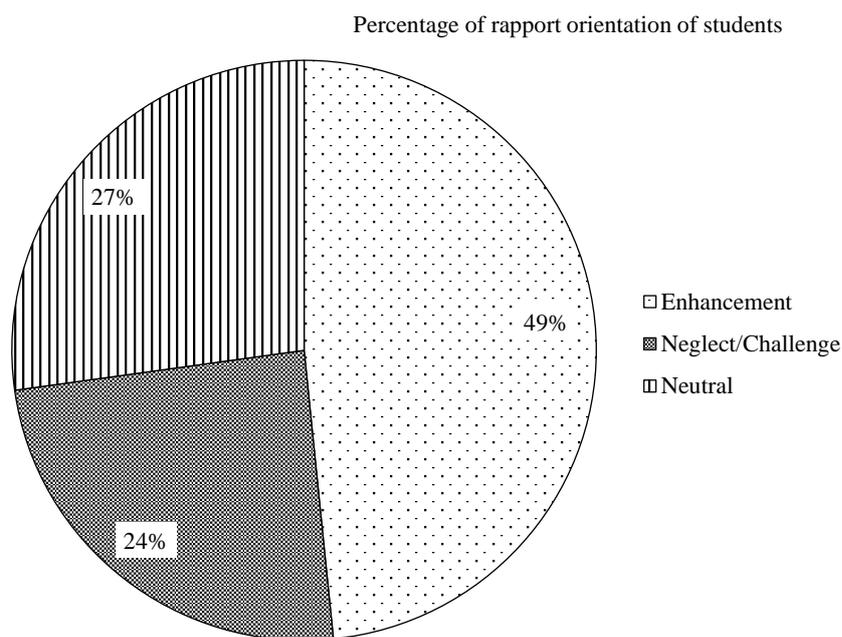
The number of teachers is 60, and there are 15 questions related to rapport orientation. The total number of responses ( $60 \times 15$ ) is 900. The total number of positive strategies followed by the students, as reported by the teachers in Table 1, is 436. Therefore, the percentage of positive rapport orientation is calculated as follows:

The number of teachers is 60, and the number of questions related to rapport orientation is 15. Thus, the result of multiplying the number of teachers by the number of questions is 900. The total number of negative strategies followed by the students, as perceived by the teachers and mentioned in Table 2, is 220. Therefore, the percentage is calculated by multiplying the number of strategies by 100 and then dividing by 900. The percentage of the neglect/challenge rapport orientation of students, as viewed by their teachers, is 24.4%. Hence, the percentage of enhancement rapport orientation is 48.4%, while the neglect/challenge orientation is 24.4%. This indicates that students tend to exhibit a more positive than

negative orientation toward their teachers. The remaining percentage, 27.2%, represents a neutral stance, as reflected in the teachers' responses as shown in Figure 1.

**Table 1.** The positive rapport orientation of students in teachers' perspectives.

S.N.	Orientation	Strategy	Degree	Frequency	Percentage
1	Enhancement	Respecting classmates	1	26	2.8%
2	Enhancement	Listening carefully	1	28	3.1%
	Enhancement	Listening carefully	2	17	1.8%
3	Enhancement	Sending congrats	1	34	3.7%
	Enhancement	Sending congrats	2	3	0.3%
4	Enhancement	Showing sympathy	1	32	3.5%
	Enhancement	Showing sympathy	2	9	1%
5	Enhancement	Appreciation	1	30	3.3%
	Enhancement	Appreciation	2	10	1.1%
6	Enhancement	Invitation to personal parties	1	20	2.2%
	Enhancement	Invitation to personal parties	2	7	0.7%
7	Enhancement	No challenging to show knowledge	1	28	3.1%
	Enhancement	No challenging to show knowledge	2	4	0.4%
8	Enhancement	Sending tags to	1	20	2.2%
	Enhancement	Sending tags	2	6	0.6%
9	Enhancement	Respecting teachers	1	25	2.7%
	Enhancement	Respecting teachers	2	18	2%
10	Enhancement	Using body language	1	24	11.1%
	Enhancement	Using body language	2	8	0.8%
11	Enhancement	Making excuses if late	2	14	1.5%
	Enhancement	Making excuses if late	1	28	3.1%
12	Enhancement	Raising hands for questions	2	14	1.5%
	Enhancement	Raising hands for questions	1	31	3.4%
Total				436	<b>48.4%</b>



**Figure 1.** The percentage of rapport orientation of students in the teachers' perspectives.

**Table 2.** The negative rapport orientation of students in teachers' perspectives.

S.N.	Orientation	Strategy	Degree	Frequency	Percentage
1	Neglect	No appreciation	1	14	1.5%
	Neglect	No appreciation	2	3	0.3%
2	Neglect	No invitation to personal parties	1	24	2.6%
	Neglect	No invitation to personal parties	2	6	0.6%
3	Neglect	No sending congrats	2	3	0.3%
	Neglect	No sending congrats	1	16	1.7%
4	Neglect	No raising hand for questions	2	2	0.2%
	Neglect	No raising hands for questions	1	11	1.2%
5	Challenge	Showing knowledge	1	23	2.5%
	Challenge	Showing knowledge	2	2	0.2%
6	Neglect	No excuses if late	2	5	0.5%
	Neglect	No excuses if late	1	12	1.3%
7	Neglect	No respecting classmates	1	17	1.8%
	Neglect	No respecting classmates	2	9	1%
8	Neglect	No body language	1	11	1.2%
9	Neglect	No listening	1	11	1.2%
	Neglect	No listening	2	2	0.2%
10	Neglect	No tags	1	24	2.6%
	Neglect	No tags	2	2	0.2%
11	Neglect	No sympathy	1	11	1.2%
	Neglect	No sympathy	2	3	0.3%
12	Challenge	No respecting teacher	1	9	1%
Total				220	<b>24.4%</b>

Motivation level is measured according to three categories: engagement, hard work, and trust, while also considering the neutrality of some teachers' responses.

The number of teachers is 60, and the number of questions related to motivation is 8. The number of strategies indicating a high level of motivation is 326, while the number of strategies referring to a low level of motivation is 118. Thus, the result of multiplying the number of teachers by the number of questions is 480. The total number of positive strategies followed by the students, as perceived by their teachers and mentioned in Table 3, is 326, while the number of negative strategies is 118.

Therefore, the percentage is calculated by multiplying the number of high-level motivation strategies by 100 and then dividing by 480. The percentage of students' motivation, as viewed by their teachers, is 67.9%. On the other hand, the percentage of strategies indicating a low level of motivation, calculated by multiplying the number of these strategies by 100 and dividing by 480, is 24.5%. The remaining percentage, 7.6%, reflects neutrality in the teachers' responses as shown in Figure 2.

The results show that most students are motivated to learn and achieve success in their schools. Students' personalities are assessed based on the degree of respect they show to their classmates outside the classroom, from the teachers' perspective. Teachers are responsible for monitoring students' behavior both inside and outside the classroom at the school.

Out of 60 teachers surveyed, with one question addressing respect for students' personalities, 19 positive features and 27 negative features were identified. The percentage of positive features is 31.6%,

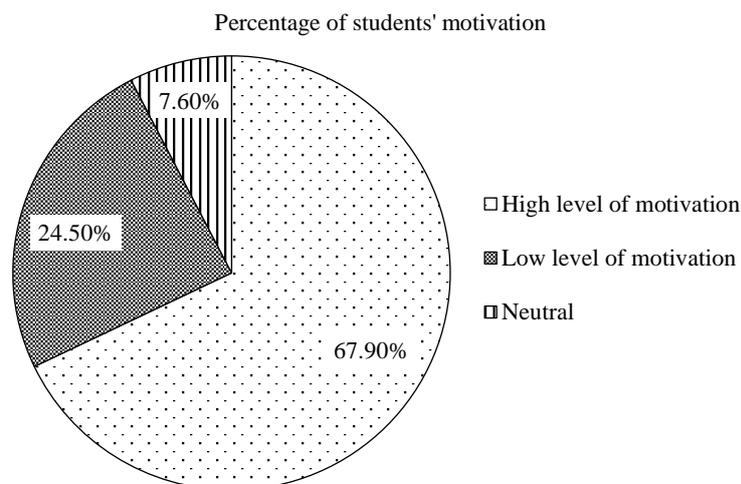
calculated by multiplying 19 by 100 and dividing by 60, while the percentage of negative features is 45%, obtained using the same method with 27. The remaining 13.4% reflects neutral responses from teachers as shown in Table 4 and Figure 3. The dominance of negative over positive features indicates that students' personalities are not as favorable as they should be, potentially impacting their rapport and orientation with their teachers.

Teachers' awareness of how to interact with their students is investigated through two strategies: avoiding embarrassing students when they make mistakes and encouraging them to feel relaxed and confident, enabling them to talk freely about personal matters.

**Table 3.** Motivation of students in teachers' perspectives.

S.N.	Motivation category	Strategy followed by students	Motivation level	Motivation degree	Frequency	Percentage		
1	Engagement	No participation	Low	1	7	5.9%		
2	Engagement	No participation	Low	2	1	0.8%		
3	Engagement	No raising hands	Low	2	2	1.6%		
4	Engagement	No raising hands	Low	1	5	4.2%		
5	Engagement	Raising hands	High	2	11	3.3%		
6	Engagement	Raising hands	High	1	34	10.4%		
7	Engagement	Participation	High	1	41	12.5%		
8	Engagement	Participation	High	2	11	3.3%		
9	Trust	Taking teacher's advice	High	2	17	5.2%		
10	Trust	Taking teacher's advice	High	1	28	8.5%		
11	Trust	No taking teacher's advice	Low	1	6	5%		
12	Hardworking	Requesting feedback	High	1	44	13.4%		
13	Hardworking	Requesting feedback	High	2	5	1.5%		
14	Hardworking	No requesting feedback	Low	2	3	2.5%		
15	Hardworking	No requesting feedback	Low	1	8	6.7%		
16	Hardworking	No missing classes	High	2	10	3%		
17	Hardworking	No missing classes	High	1	27	8.2%		
18	Hardworking	Missing classes	Low	1	18	15.2%		
19	Hardworking	No coming late	High	1	12	3.6%		
20	Hardworking	No coming late	High	2	12	3.6%		
21	Hardworking	Coming late	Low	1	29	24.5%		
22	Hardworking	Coming late	Low	2	2	1.6%		
23	Hardworking	Doing homework regularly	High	2	5	1.5%		
24	Hardworking	Doing homework regularly	High	1	21	6.4%		
25	Hardworking	No doing homework regularly	Low	1	22	18.6%		
26	Hardworking	No doing homework regularly	Low	2	5	4.2%		
27	Hardworking	No wasting time	High	1	33	10.1%		
28	Hardworking	No wasting time	High	2	15	4.6%		
29	Hardworking	Wasting time	Low	1	7	5.9%		
30	Hardworking	Wasting time	Low	2	3	2.5%		
Total					H 326	L 118	H 67.9%	L 24.5%

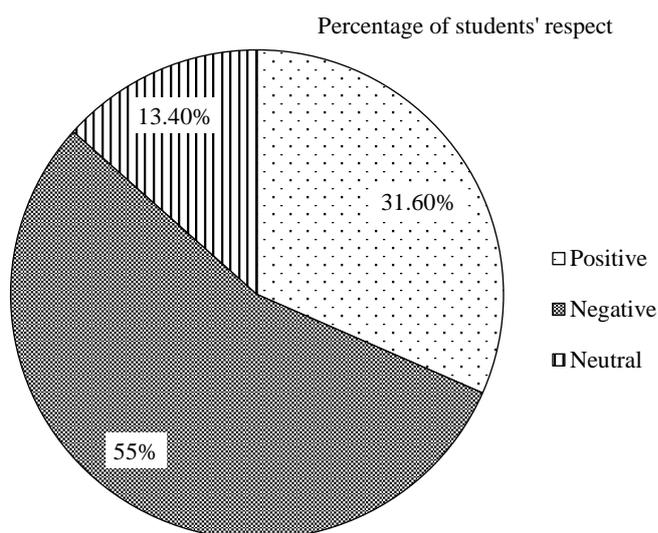
*H = High, L = Low*



**Figure 2.** Percentage of students’ motivation in teachers’ perspective.

**Table 4.** Students’ personality in terms of respect in teachers’ perspectives.

S.N.	Rapport Orientation	Respect	Status of respect	Degree of orientation	Frequency	Percentage		
1	Neglect	No respecting classmates outside the classroom	Negative	2	8	29.6%		
2	Neglect	No respecting classmates outside the classroom	Negative	1	19	70.3%		
3	Enhancement	Respecting classmates outside the classroom	Positive	1	15	78.9%		
	Enhancement	Respecting classmates outside the classroom	Positive	2	4	21%		
Total					P 19	N 27	P 31.6%	N 55%



**Figure 3.** Percentage of students’ respect in teachers’ perspectives.

The survey of 60 teachers, with two questions focusing on their awareness of dealing with students, revealed 63 positive strategies and 48 negative strategies. Multiplying the number of teachers by the number of questions gives a total of 120. The percentage of positive strategies, calculated by multiplying 63 by 100 and dividing by 120, is 52.5%, while the percentage of negative strategies, calculated

similarly with 48, is 40%. The remaining 7.5% represents neutral responses as shown in Table 5 and Figure 4. These results indicate that positive strategies slightly outweigh negative ones, suggesting that while some teachers make efforts to enhance rapport with their students, others fall short in doing so.

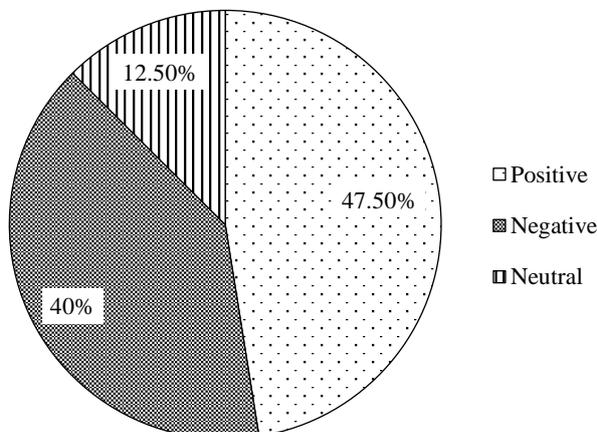
This section analyzes students' questionnaires, presenting the outcomes in Tables 5–9 and Figures 4–8. The analysis focuses on the percentage of students' satisfaction based on their perspectives, covering areas such as the general overview of satisfaction, teachers' feedback, repetition, and the correction of students' mistakes.

Out of 120 students and 4 questions related to their satisfaction, 268 strategies indicated a high level of satisfaction, while 116 reflected a low level. Multiplying the number of students by the number of questions gives a total of 480. The percentage of students' satisfaction, calculated by multiplying 268 by 100 and dividing by 480, is 55.8%. Conversely, the percentage of low-level satisfaction strategies is 24.1%, with the remaining 21.1% reflecting neutral responses as shown in Table 6 and Figure 5. These results indicate that most students are satisfied with their teachers' methods of teaching.

**Table 5.** Teachers' awareness of the way of dealing with students in teachers' perspectives.

S.N.	Rapport Orientation	Strategy	Status of strategy	Degree of orientation	Frequency	Percentage		
1	Neglect	Student's feeling of embarrassment when committing mistakes	Negative	1	31	25.8%		
2	Neglect	Student's feeling of embarrassment when committing mistakes	Negative	2	2	1.6%		
3	Enhancement	No students' feeling of embarrassment when committing mistakes	Positive	1	17	29.8%		
	Enhancement	No students' feeling of embarrassment when committing mistakes	Positive	2	7	12.2%		
4	Neglect	Students' reservedness	Negative	1	14	11.6%		
5	Neglect	Students' reservedness	Negative	2	1	0.8%		
6	Maintenance	Students' unreservedness	Positive	1	31	54.3%		
	Maintenance	Student's unreservedness	Positive	2	9	15.7%		
Total					P63	N48	P52.5%	N40%

Percentage of teachers' awareness of the way of dealing with students

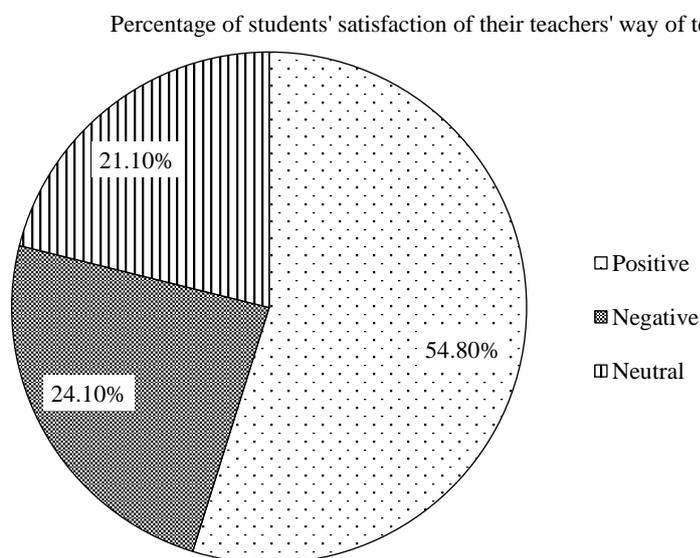


**Figure 4.** The percentage of teachers' awareness of the way of dealing with the students in teachers' perspectives.

**Table 6.** Percentage of students’ satisfaction in their perspectives.

No.	Dis/Satisfied	Level of dis/satisfaction	Strategy followed by the teacher	Status of strategy	Frequency	Percentage		
1	Dissatisfied	1	No repetition	Negative	7	6%		
2	Dissatisfied	2	No repetition	Negative	7	6%		
3	Dissatisfied	1	No satisfaction in general	Negative	11	9.4%		
4	Dissatisfied	2	No satisfaction in general	Negative	12	10.3%		
5	Dissatisfied	1	Overcorrection	Negative	27	23.2%		
6	Dissatisfied	2	Overcorrection	Negative	11	9.4%		
7	Dissatisfied	1	No feedback	Negative	20	17.2%		
8	Dissatisfied	2	No feedback	Negative	20	17.2%		
9	Satisfied	1	Repetition	Positive	34	12.6%		
10	Satisfied	2	Repetition	Positive	46	17.1%		
11	Satisfied	1	Satisfaction in general	Positive	61	22.7%		
12	Satisfied	2	Satisfaction in general	Positive	12	4.4%		
13	Satisfied	1	No overcorrection	Positive	34	12.6%		
14	Satisfied	2	No overcorrection	Positive	21	7.8%		
15	Satisfied	1	Feedback	Positive	30	11.1%		
16	Satisfied	2	Feedback	Positive	30	11.1%		
Total					P 268	N 116	P 54.8%	N 24.1%

P= Positive - N= Negative



**Figure 5.** The percentage of students’ satisfaction of their teachers’ way of teaching in their perspectives.

Teachers’ rapport orientation is evaluated based on 11 politeness strategies: showing sympathy, offering appreciation when students make mistakes, building rapport with both teachers and classmates, engaging in communication with students outside the classroom, giving praises and rewards, listening attentively, assisting students in decision-making, avoiding challenges to display knowledge, using a sense of humor, and providing individual help.

**Table 7.** Percentage of teachers' rapport orientation in students' perspectives.

S.N.	Rapport Orientation	Strategy	Degree	Frequency	Percentage		
1	Enhancement	Sympathy	2	10	1.9%		
2	Enhancement	Sympathy	1	39	7.6%		
3	Enhancement	Appreciation when committing mistakes	2	18	3.5%		
4	Enhancement	Appreciation when committing mistakes	1	39	7.6%		
5	Enhancement	Rapport with teachers	2	16	3.1%		
6	Enhancement	Rapport with teachers	1	25	4.9%		
7	Enhancement	Communication outside the classroom	2	21	4.1%		
8	Enhancement	Communication outside the classroom	1	34	6.6%		
9	Enhancement	Praise/rewards	2	20	3.9%		
10	Enhancement	Praise/rewards	1	18	3.5%		
11	Enhancement	Listening carefully	2	16	3.1%		
12	Enhancement	Listening carefully	1	34	6.6%		
13	Enhancement	Taking decisions	2	4	0.7%		
14	Enhancement	Taking decisions	1	34	6.6%		
15	Enhancement	No challenging to show knowledge	2	18	3.5%		
16	Enhancement	No challenging to show knowledge	1	12	2.3%		
17	Enhancement	Sense of humor	2	18	3.5%		
18	Enhancement	Sense of humor	1	33	6.4%		
19	Enhancement	Rapport with classmates	2	26	5.1%		
20	Enhancement	Rapport with classmates	1	38	7.4%		
21	Enhancement	Helping individually	2	5	0.9%		
22	Enhancement	Helping individually	1	30	5.9%		
23	Neglect	No praise/rewards	2	18	7.6%		
24	Neglect	No praise/rewards	1	15	6.3%		
25	Neglect	No appreciation when committing mistakes	2	14	5.9%		
26	Neglect	No appreciation when committing mistakes	1	8	3.3%		
27	Neglect	No rapport with teachers	2	10	4.2%		
28	Neglect	No rapport with teachers	1	16	6.7%		
29	Neglect	No communication outside the classroom	2	17	7.2%		
30	Neglect	No communication outside the classroom	1	17	7.2%		
31	Neglect	No helping individually	2	24	10.1%		
32	Neglect	No helping individually	1	24	10.1%		
33	Neglect	No listening carefully	2	19	8%		
34	Neglect	No listening carefully	1	9	3.8%		
35	Challenge	Challenging to show knowledge	2	12	5%		
36	Challenge	Challenging to show knowledge	1	19	8%		
37	Neglect	No Sympathy	2	20	8.4%		
38	Neglect	No sympathy	1	16	6.7%		
39	Neglect	No taking decisions	2	18	7.6%		
40	Neglect	No taking decisions	1	16	6.7%		
41	Neglect	No sense of humor	2	24	10.1%		
42	Neglect	No sense of humor	1	11	4.6%		
43	Neglect	No rapport with classmates	2	6	2.5%		
44	Neglect	No rapport with classmates	1	3	1.2%		
Total				E 508	N/Ch 236	<b>E 38.4%</b>	<b>N/Ch 17.8%</b>

E= Enhancement, N/Ch= Neglect/Challenge

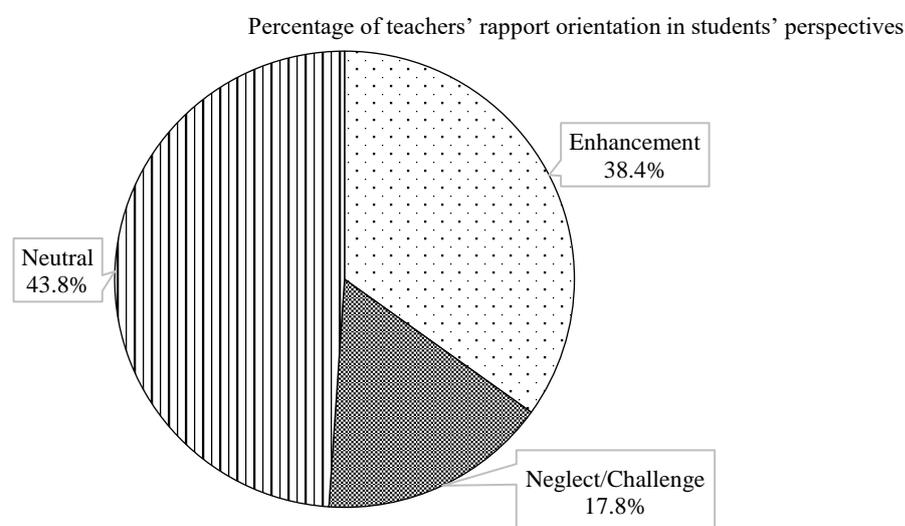
Out of 120 students and 11 questions on teachers' rapport orientation, 508 strategies indicated enhancement, while 236 reflected neglect or challenge. Multiplying the number of students (120) by the number of questions (11) gives a total of 1320. The percentage of enhancement strategies, calculated by multiplying 508 by 100 and dividing by 1320, is 38.4%. Similarly, the percentage of neglect or challenge strategies is 17.8%, while 43.8% of responses were neutral. These results suggest that around half of the students had neutral opinions about their teachers' rapport orientation. Among the remaining half, 38.4% of teachers were seen as building positive rapport with students, while 17.8% were perceived as neglecting or challenging rapport-building efforts as shown in Table 7 and Figure 6.

Teachers' awareness of how to interact with students, as perceived by the students, is evaluated through three strategies: avoiding embarrassing students when they make mistakes, being open by sharing personal matters with students when appropriate and effectively using body language.

Out of 120 students and 3 questions regarding teachers' awareness of how to deal with students, 103 positive strategies and 156 negative strategies were identified. Multiplying the number of students (120) by the number of questions (3) gives a total of 360. The percentage of positive strategies is calculated by multiplying 103 by 100 and dividing by 360, which results in 28.6%. The percentage of negative strategies is calculated similarly, yielding 43.3%, while 27.9% of responses were neutral as shown in Table 8 and Figure 7. These results indicate that negative strategies outweigh positive ones, suggesting that most teachers lack sufficient awareness of effective teaching methods. While around a third of teachers demonstrate an understanding of teaching strategies and can achieve learning objectives efficiently, many others struggle to engage, interact with, and support students effectively.

Students' motivation, as seen from their perspectives, is measured based on two categories: engagement and general motivation, while also considering the neutrality of some students'.

Out of 120 students and 3 questions related to motivation, 171 strategies indicated a high level of motivation, while 74 reflected a low level. Multiplying the number of students (120) by the number of questions (3) gives a total of 360. The percentage of high-level motivation, calculated by multiplying 171 by 100 and dividing by 360, is 47.5%. The percentage of low-level motivation strategies is calculated similarly, yielding 20.5%, with 31.5% of responses being neutral as shown in Table 9 and Figure 8. These results indicate that about half of the students are motivated to learn and succeed, while some are not, possibly due to personal issues or the teacher's teaching approach. A third of students showed no particular concern regarding the strategies used by teachers to motivate them.



**Figure 6.** Percentage of teachers' rapport orientation in students' perspectives.

**Table 8.** Teachers' awareness of the way of dealing with students in students' perspectives.

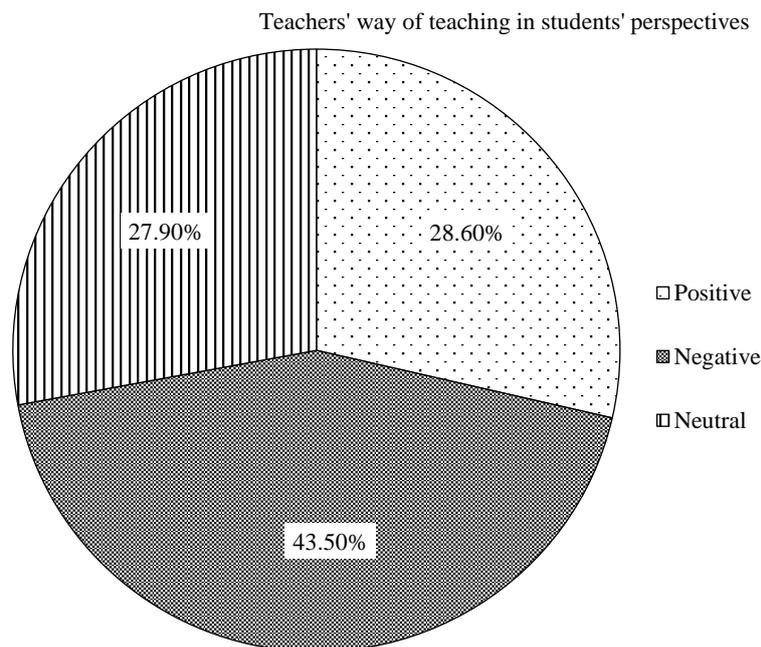
No.	Rapport orientation	Strategy	Status of strategy	Degree of orientation	Frequency	Percentage		
1	Enhancement	Not to embarrass students when committing mistakes	Positive	1	9	8.7%		
2	Enhancement	Not to embarrass students when committing mistakes	Positive	2	13	12.6%		
3	Neglect	To embarrass students when committing mistakes	Negative	1	19	12.1%		
4	Neglect	To embarrass students when committing mistakes	Negative	2	59	37.8%		
5	Enhancement	Being unreserved	Positive	1	31	30%		
6	Enhancement	Being unreserved	Positive	2	8	7.7%		
7	Neglect	Being reserved	Negative	1	9	5.7%		
8	Neglect	Being reserved	Negative	2	26	16.6%		
9	Enhancement	Using body language	Positive	1	30	29.1%		
10	Enhancement	Using body language	Positive	2	12	11.6%		
11	Neglect	Not using body language	Negative	1	22	14.1%		
12	Neglect	Not using body language	Negative	2	21	13.4%		
Total					P 103	N 156	P 28.6%	N 43.50%

*P = Positive, N = Negative*

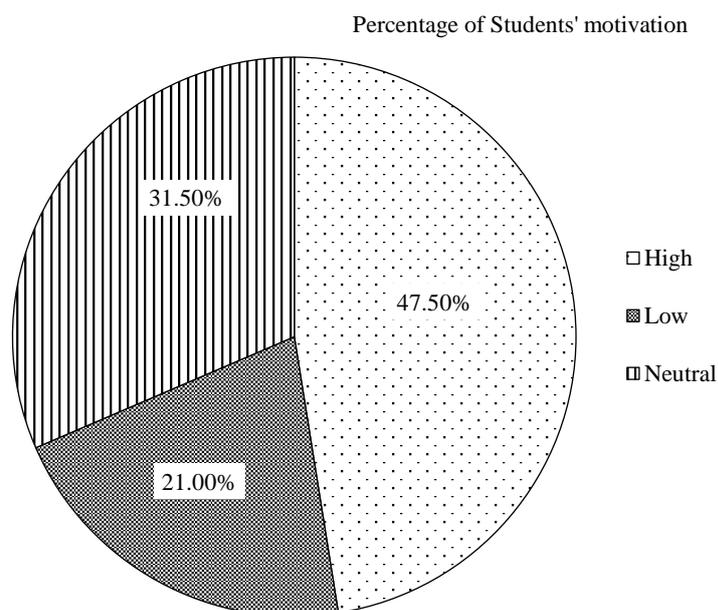
**Table 9.** Motivation of students in students' perspectives.

No.	Motivation category	Strategy followed by teachers	Motivation level	Motivation Degree	Frequency	Percentage		
1	Engagement	Participation	High	2	29	16.9%		
2	Engagement	Participation	High	1	35	20.4%		
3	Engagement	No participation	Low	2	13	17.5%		
4	Engagement	No participation	Low	1	11	14.8%		
5	Engagement	Mentioning names	High	2	33	19.2%		
6	Engagement	Mentioning names	High	1	24	14 %		
7	Engagement	Not mentioning names	Low	2	9	12.1%		
8	Engagement	Not mentioning names	Low	1	7	9.4%		
9	Motivation	Motivation in general	High	2	22	12.8%		
10	Motivation	Motivation in general	High	1	28	16.3%		
11	Motivation	No Motivation in general	Low	2	16	21.6%		
12	Motivation	No motivation in general	Low	1	18	24.3%		
Total					H171	L74	H47.5%	L21%

*H = High, L = Low*



**Figure 7.** Teachers' awareness of the way of dealing with students in students' perspectives.



**Figure 8.** Percentage of students' motivation in their perspectives.

## CONCLUSION

The majority of students (48.4%) are oriented towards enhancement in their teachers' perspectives, indicating that many teachers are concerned about the affective quality of the teacher-student relationship, which is crucial for students' school engagement, wellbeing, and academic success. However, when considering teachers' orientation from the students' perspectives, around half of the students do not mind whether their teachers' rapport orientation is enhancement or neglect/challenge. Among the remaining students, 38.4% report that some teachers are oriented towards enhancement and care about building good rapport, while 17.8% believe some teachers either neglect rapport-building or challenge students. In terms of motivation, most students are motivated to learn and achieve success, as reflected in both teachers' and students' perspectives. However, some students are not motivated, which

may be attributed not only to a lack of study habits but also to teachers' awareness of students' learning styles and the methods used to address their needs. Regarding students' satisfaction, over half (55.8%) express satisfaction with their teachers' teaching methods, while around a quarter (24.1%) are dissatisfied. Factors such as teachers' feedback, repetition, mistake correction, and the teacher-student relationship influence this satisfaction.

Students' personalities play a crucial role in determining their rapport orientation and motivation to learn. Teachers' perspectives indicate that the majority of students' personalities (45%) are not as positive as expected, particularly in terms of respecting classmates outside the classroom, which could affect learning outcomes. But it doesn't appear that this has a big effect on their motivation or relationship with teachers.

This study also takes into account the teaching strategies used by teachers. According to students, the majority of teachers (43.3%) do not encourage the growth of a learning orientation, and only roughly one-third (28.6%) are proficient in instructional strategies that successfully satisfy students' needs and accomplish learning objectives. Despite this, teaching methods do not significantly impact students' motivation or rapport orientation with teachers. From teachers' perspectives, slightly more positive strategies (52.5%) than negative ones (40%) are used to enhance rapport with students, though this figure remains unsatisfactory.

## **Recommendations**

### ***Teacher Training***

Teachers should undergo methodological training to support students in developing a learning orientation, particularly in rehabilitated schools. This will promote positive attitudes and motivation towards studying. Training should focus on understanding students' personalities and learning styles to create a more effective and conducive learning environment.

### ***Politeness Strategies***

It is crucial for teachers to be aware of politeness strategies to foster a positive classroom atmosphere. This includes sharing personal stories, attending students' events, understanding students' backgrounds, and demonstrating empathy.

### ***Broader Application***

This study should be replicated in other affected schools, such as those in Ukraine, to compare the results. Given the similar conditions caused by the war, it would provide valuable insights into the universality of the findings.

## **Scope for Further Research**

Future studies could explore the long-term effects of teacher training on student motivation and engagement, as well as investigate the influence of different teaching strategies across various cultural contexts.

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