

LESSON 4. TEACHER IMMEDIACY & BUILDING RAPPORT IN HYBRID CLASSROOMS

The lesson familiarizes with information and trains how to build rapport with student using verbal and nonverbal means. By the end of the lesson you will be able to:

- define teacher immediacy and rapport using real academic definitions;
- identify verbal & non-verbal immediacy behaviours with strong research support;
- analyze teacher immediacy in real film scenes (*Dead Poets Society*, *The Ron Clark Story*, *Freedom Writers*);
- apply rapport-building strategies in both offline and online parts of hybrid classrooms;
- design hybrid tasks that enhance psychological safety, warmth, and trust.

CONTENT OF THE LESSON:

□ SPARK:

1. Think about real psychological findings

- “Teacher immediacy predicts student motivation more strongly than methodology.” (*Christophel, 1990*)
- “Warmth and closeness from the teacher reduce anxiety and increase participation.” (*Gorham, 1988*)
- “Hybrid learning reduces natural immediacy — teachers must intentionally rebuild it.” (*OECD, 2021*)

Discuss in pairs (or breakout room):

- What makes a teacher feel “near” or “distant”?
- Do online lessons weaken emotional connection?
- Qaysi o‘qituvchigiz bilan kuchli rapport bo‘lgan? Nima sababdan?

2. Watch the video

Dead Poets Society — Introducing “O Captain! My Captain!”

<https://www.youtube.com/watch?v=2uVjsN74F0Y>

Identify 3 immediacy actions Robin Williams uses.

Examples:

- eye contact
- friendly tone
- humor
- reduced physical distance
- personalized address

Discuss: What nonverbal means do you know? How can we teach paralinguistic means of pedagogical discourse?

□ **INPUT:**

1. Real Theory: What is Teacher Immediacy?

Definition (Mehrabian, 1971):

Immediacy is a set of verbal and non-verbal behaviors that reduce psychological distance between teacher and students.

Gorham (1988) — Verbal immediacy examples:

- using students' names
- personal examples
- encouragement
- showing willingness to help
- expressing enthusiasm

Mehrabian & Christophel — Non-verbal immediacy:

- smiling
- leaning forward
- animated facial expression
- gestures
- eye contact
- movement around classroom
- vocal warmth

UNESCO (2020) — Hybrid teaching requires: deliberate establishment of connection, warmth, presence, and emotional visibility when physical cues are reduced.

British Council (2022): Teacher online presence is created through voice variation, reaction emojis, timely feedback, greetings, and camera behaviour.

Discuss: importance of mentioned means for pedagogical interaction.

2. Fill in the gaps

Use the terms:

psychological distance – enthusiasm – eye contact – camera presence – verbal immediacy – supportive tone

1. Immediacy reduces _____ between teacher and students.
2. Using names, praise, and personal stories are examples of _____.
3. Warm voices and _____ create comfort for learners.
4. In hybrid classes, teachers need stronger _____ to engage online students.

5. Non-verbal immediacy includes gestures and _____.
6. Student motivation rises when teachers show genuine _____.

3. Analyse the films' scenes. Go to the sites where the scenes of pedagogical interaction are demonstrated and do tasks.

Scene 1: The Ron Clark Story

<https://www.youtube.com/watch?v=lpgDnzGxS3k>

Identify:

- verbal immediacy (supportive words, humor)
- non-verbal immediacy (movement, gestures, smile)
- rapport building techniques
- how to adapt each one to hybrid mode

Scene 2: Freedom Writers

<https://www.youtube.com/watch?v=MT0L1U-Rdj4>

Answer the questions:

Why does rapport fail at first?

Which immediacy behaviours are missing?

What could she add to rebuild rapport?

How would this change for online students?

Scene 3: Dead Poets Society

<https://www.youtube.com/watch?v=2uVjsN74F0Y>

Identify 5 immediacy indicators in the scene.

Then rewrite each one as a hybrid technique (Zoom/Teams).

□ FOLLOW-UP ACTIVITIES:

1. Hybrid Rapport Reconstruction Task

Groups of 3 (offline + online breakout mix):

Choose one film scene above.

Rewrite the scene as a hybrid ESL lesson.

Include:

- opening greeting
- tone & emotional signals
- chat interaction
- camera rules
- feedback style
- offline–online balancing
- movement / screen presence

Present to class.

2. Real-Case Analysis (OECD & UNESCO cases)

Case A (OECD):

Online students feel ignored because teacher speaks only to physical class.

Case B (UNESCO):

Students with weak internet feel ashamed to turn on camera.

Case C (British Council):

Teacher gives written feedback late; students feel “emotionally distant”.

For each case:

- identify immediacy failure
- write 2 solutions
- choose 1 digital tool to support rapport (Flip, Padlet, ClassDojo, Google Meet, Zoom reactions)

3. Reflection Writing.

Write 10–12 sentences:

- Which immediacy behaviours do I already use?
- What strategies I want to develop?
- What difficulties are appeared in Hybrid learning?
- How should I organize hybrid format maintaining balance between offline and online learning?

□ ASSESSMENT ASSIGNMENTS:

1. Write 10 evidence-based instructions for building teacher immediacy in hybrid classrooms.

Example:

1. Use students’ names regularly (Gorham, 1988).
2. Start each lesson with a warm greeting (British Council, 2022).
3. Keep your camera at eye-level to simulate real eye contact (UNESCO, 2020).

Criteria (max 1.5 points):

- rationality 0.5
- accessibility 0.5
- relevance & clarity 0.5

2. Fill in the SAC

Nº	Key points	Know	Not well	Don't know
1	Teacher immediacy theory			
2	Verbal & non-verbal immediacy			
3	Hybrid rapport strategies			

Nº	Key points	Know	Not well	Don't know
4	Film-based immediacy analysis			

Glossary:

Teacher immediacy: behaviours that reduce psychological distance

Rapport: emotional connection and trust between teacher and learner

Non-verbal immediacy: eye contact, gestures, posture, movement

Verbal immediacy: praise, names, encouragement

Presence: psychological visibility in online environments

Affective learning: emotions supporting cognition

Warm demander: teacher who combines high expectations with warmth

For Reading / Viewing

1. Mehrabian, A. (1971). *Silent Messages*. Belmont Calif. Wadsworth Pub. Co.
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3. Christophel, D. (1990). The relationships among teacher immediacy, student motivation, and learning. *Communication Education*. 39, 323-340.
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4. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
5. Nunan, D. (2015). *Teaching ESL/EFL Learners*. Routledge.
6. Dead Poets Society (1989) — “O Captain My Captain”
<https://www.youtube.com/watch?v=2uVjsN74F0Y>
7. The Ron Clark Story (2006) — First classroom introduction
<https://www.youtube.com/watch?v=lpgDnzGxS3k>
8. Freedom Writers (2007) — Teacher connecting with students
<https://www.youtube.com/watch?v=MT0L1U-Rdj4>