



A CORRELATIONAL STUDY OF INTENSIVE ENGLISH PROGRAM  
STUDENTS' PERCEPTIONS OF TEACHER RAPPORT AND DELIVERY,  
MOTIVATION FOR LEARNING AND ACADEMIC ACHIEVEMENT IN THE  
INTENSIVE ENGLISH CLASS AT THE INSTITUTE OF LIBERAL ARTS AND  
SCIENCES, MAIJAYANG, KACHIN STATE, MYANMAR

Sut Ngai Htoi Pan

I.D. No. 6119565

A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Degree of  
MASTER OF EDUCATION  
in Curriculum and Instruction  
Graduate School of Human Sciences  
ASSUMPTION UNIVERSITY OF THAILAND

2019



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**By:** SUT NGAI HTOI PAN

**Field of Study:** CURRICULUM AND INSTRUCTION

**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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**Accepted by the Graduate School of Human Sciences, Assumption University in**  
**Partial Fulfillment of the Requirements for the Master Degree in Education**

.....  
(Assoc. Prof. Dr. Suwattana Eamoraphan)  
**Dean of the Graduate School of Human Sciences**

**Thesis Examination Committee**  
..... **Chair**  
(Assoc. Prof. Dr. Suwattana Eamoraphan)

.....**Advisor**  
(Asst. Prof. Dr. Orlando Rafael González González)

..... **Faculty Member**  
(Asst. Prof. Dr. Richard Lynch)

..... **External Expert**  
(Asst. Prof. Dr. Kirati Khuvasanond)



## **ABSTRACT**

**I.D. No.:** 6119565

**Key Words:** PERCEPTIONS, TEACHER RAPPORT, TEACHER DELIVERY,  
MOTIVATION FOR LEARNING, ENGLISH ACADEMIC  
ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, INTENSIVE  
ENGLISH PROGRAM, MYANMAR

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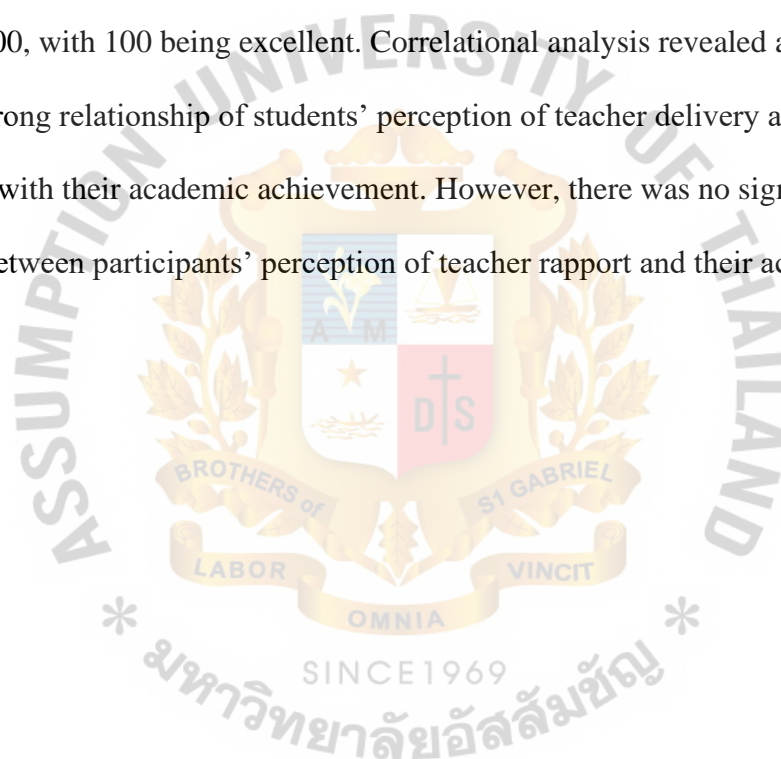
**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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The purpose of this quantitative study was to investigate whether there was a significant relationship of Intensive English Program (IEP) students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar. The sample population of this study was comprised of 48 IEP students enrolled during the academic year of 2019-2020. As for the research instruments, the Students' Perceptions of Teacher Rapport and Delivery Questionnaire (SPTRDQ), adapted from Barnes and Lock (2013) was used to measure the level of students' perception of teacher rapport and delivery. The Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL), adopted from the AMTB by Gardner (2004), was used to measure the level of students' motivation for learning EFL. The Intensive English examination of academic year



2019-2020 was used to determine their level of academic achievement. After collecting data, descriptive statistics (means and standard deviations) and statistical hypothesis testing (correlational analysis using multiple correlation coefficient) were performed to address the research objectives and hypothesis of this study. The research findings indicated that students perceived teacher rapport and delivery as good on a scale of 1-7, with 7 being very good. They also indicated that students' motivation for learning EFL was high on a scale of 1-6, with 6 being very high. The IEP students were found to have good academic achievement on a scale of 0-100, with 100 being excellent. Correlational analysis revealed a significant, moderately strong relationship of students' perception of teacher delivery and motivation for learning EFL with their academic achievement. However, there was no significant relationship between participants' perception of teacher rapport and their academic achievement.



**Field of Study:** Curriculum and Instruction

**Student's signature**.....

**Graduate School of Human Sciences**

**Advisor's signature**.....

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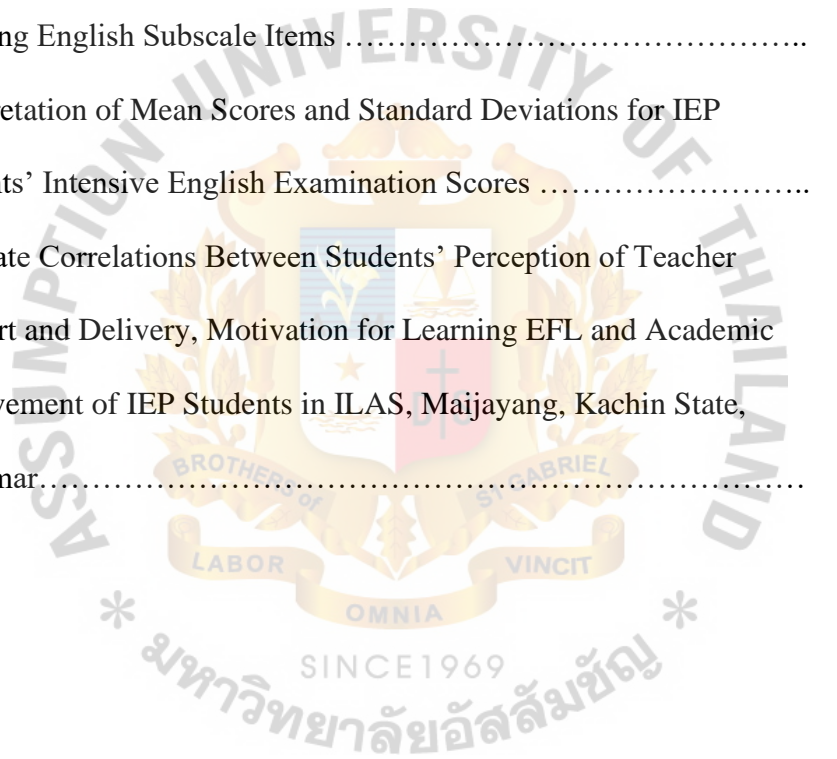


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## LIST OF ABBREVIATIONS

AMTB	Attitude/Motivation Test Battery
EFL	English as a Foreign Language
IEP	Intensive English Program
ILAS	Institute of Liberal Arts and Sciences
QMMLEFL	Questionnaire for Measuring Motivation for Learning English as a Foreign Language
SPTRDQ	Students' Perception of Teacher Rapport and Delivery Questionnaire





# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, conceptual framework, scope of the study, definitions of terms and the significance of the study.

### Background of the Study

In relation to teaching and learning, the classroom is a basic learning environment where teacher and students work together. Therefore, the teacher has the main responsibility for creating the basic motivational environment for students to learn (Dörnyei, 2001). In addition, a good relationship between teacher and students can contribute to students' motivation for learning, and their learning outcomes, as well (Yunus, Osman & Ishak, 2011). If students do not feel close to the teacher, they may not be willing to approach teacher regarding their learning difficulties (Yunus et al., 2011). A strong teacher-students relationship can address aspect of a student's effective domain and can promote a positive classroom atmosphere where students can feel warm, safe, and confident, which are essential factors for students to learn actively (Yunus et al., 2011). Therefore, teacher rapport plays a vital role in influencing students' academic achievement (Chen, 2012).

In addition to teacher rapport, teacher delivery is also one of the main factors that influence students' academic achievement. If teachers are not knowledgeable and skillful in teaching, it is difficult for them to guide or mentor students to get higher achievement in their study (Yang, 2016). Therefore, teacher delivery is also an essential factor for improving students' academic achievement and motivation for learning. Then, to improve the area of foreign language teaching and learning, the qualities of English as a foreign language (EFL)



teacher must be improved initially (Zamani & Ahangari, 2016). To improve the qualities of EFL teachers, knowing students' perceptions of teachers' rapport and delivery is crucial to create positive learning opportunities for the improvement of students' academic achievement (Chen, 2012).

Another factor that can affect students' academic achievement is their motivation for learning. According to Gardner (2010), learning a foreign language is totally different from learning other subjects. Dörnyei (1998) claimed that a student with low motivation will face difficulties in learning a foreign language. Therefore, if students are not motivated, it is unlikely for them to put effort and succeed in their foreign language learning process.

In Myanmar, English is learned as a foreign language from kindergarten to higher education through rote learning (Lwin, 2000). In Myanmar schools, according to (Sein, 2015, as cited in Nam & González, 2017), English is only learned as a subject focusing on grammatical form rather than a communicative approach. In addition, more than 50% of English language teachers in Myanmar have not experienced trainings on teaching English using effective methodologies (Sein, 2015, as cited in Nam & González, 2017). Before 2000 in Myanmar, due to the lack of graduates, people who had passed Basic Education were recruited to become primary teachers, without receiving any teacher training, and sent to schools, especially in remote areas (Lwin, 2000). English teachers in Myanmar mostly use the grammar translation method, memorization and teacher-centered teaching method that might result ineffective rapport and instruction (Sein, 2015, as cited in Nam & González, 2017).

In 2015, according to Thant and González (2017), with the major political change in Myanmar, English language teaching became popular again, due to the welcoming of foreign companies to invest in Myanmar. The work place for youths has become a source of instrumental motivation for the students to learn English, so they can have better job



opportunities. On the other hand, some students want to study English to take standardized language proficiency examinations, e.g., IELTS or TOEFL, for their further studies (Thant & González, 2017).

### **Statement of the Problem**

The Institute of Liberal Arts and Sciences (ILAS) is a non-profit educational institution, opened in 2000 in Maijyang, Kachin State, in the northern part of Myanmar. The school provides a ten-month Intensive English Program and a two-year Diploma in Liberal Arts Program. Most of the students come from Kachin State.

The researcher has been teaching in ILAS for four years and in the first class of every school year, the researcher always asks the students the reason why they come to this school and learn English. Some students reply with the reason of being forced by their parents, while some others answer they think English can make them improve for their further studies or for their career life. The researcher always finds different sources of motivation to learn English among the students. They have different levels of academic achievement in English as well.

Also, the researcher has noticed that some of the students from ILAS who are very active and good at outside class activities, such as sports and music, tend to have lower academic achievement in the Intensive English class. Although those students are good at outside activities, they seem to be demotivated in the classroom. The researcher assumes that this might be for many reasons: reasons related to teacher rapport (the teacher cannot pay attention to students individually, students do not feel close to the teachers) and reasons related to teacher delivery (the teacher gives a lot of homework, the students do not meet expectation with the teacher's teaching strategies, students have no confidence on the teachers' capability to teach ). If students have a bad rapport with their teachers, or their



teachers' delivery is poor, it might affect their motivation in learning and this may lead to the students becoming low academic achiever (Chen, 2012).

In addition, students should also realize what factors motivate them to learn English so that they can concentrate for their better learning. Accordingly, students will find learning enjoyable and they can participate in learning activities actively and can achieve higher academically (Yunus et al., 2011).

As the students' perception of teacher rapport and teacher delivery, as well as the motivation for learning, can highly affect the learning process and academic achievement of the students (Chen, 2012; Yunus et al., 2011), the researcher decided to conduct a study of examining the relationship of students' perception of teachers' rapport and delivery and motivation for learning with academic achievement in learning English as a foreign language at the Institute of Liberal Arts and Sciences.

Moreover, there is no previous research conducted on the relationship of students' perception of teacher rapport and delivery and motivation for learning with academic achievement in English as a foreign language at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

### **Research Questions**

The following were the research questions guiding this study.

1. What is the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar?
2. What is the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar?



3. What is the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar?
4. What is the level of academic achievement in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar?
5. Is there a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar?

### **Research Objectives**

In order to meet the purpose of this study, the following research objectives were addressed.

1. To determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
2. To determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
3. To determine the level of motivation for learning English as a foreign language at the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.



4. To determine the level of academic achievement in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.
5. To determine if there is a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

### **Research Hypothesis**

The following hypothesis was tested in this study.

There is a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, at a significance level of .05.

### **Theoretical Framework**

This study was conducted based on the following supporting theories: the attributes of effective teachers by Faranda and Clarke (2004), Gardner's (2010) socio-educational model of second language acquisition and Gibson's (1969) theory of perceptual learning.

#### **Attributes of Effective Teachers (Faranda & Clarke, 2004)**

The attributes of effective teachers by Faranda and Clarke (2004) are indicators for measuring the extent to which a teacher demonstrates contribution to growth in student learning. There are five categories of teacher attributes by Faranda and Clarke (2004): rapport, delivery, fairness, knowledge and credibility, and organization and preparation (see Table 1).



Table 1

*Description of the Attributes of Effective Teachers (Faranda & Clarke, 2004)*

Attribute category	Description
Rapport	Friendliness, sociability, empathy, accessibility, receptiveness, attitude
Delivery	Personal instructional style, instructional strategies to communicate, pedagogy
Fairness	Grading, impartiality, examination relevance, transparency, workload
Knowledge and Credibility	Content knowledge, competence (skills), experience
Organization and Preparation	Syllabus quality, clarity, and adherence; lesson preparation

Among these attributes, rapport and delivery were addressed in this study, since the researcher believes that these two attributes are the most concerned factors in the target school.

### **Gardner's (2010) Socio-Educational Model of Second Language Acquisition**

Gardner's socio-educational model is a useful model created to examine the attitude and motivation for both second language and foreign language (Gardner, 1985a). Motivation in the socio-educational model of second language acquisition is assessed through three components: the desire to learn the language, attitudes toward learning the language and motivational intensity (Gardner, 2010).

The Attitude/Motivation Test Battery (AMTB) is a research tool which was originally developed by Gardner (1985b) and extended by Gardner and Lambert (1972). The AMTB is composed of 11 subscales with a total of 98 items to assess the variables and components of the model. Apart from the integrative and instrumental subscales, each subscale has positively and negatively worded items. Among the components, the researcher used three



subscales of motivation to measure the students' level of motivation for learning EFL: motivational intensity, desire to learn English, and attitudes toward learning English.

### **Theory of Perceptual Learning (Gibson, 1969)**

According to Gibson (1969), people can look, observe and take out information from the environment. With different knowledge and experience, people are able to find and observe (i.e, perceive) different information from the same source (Gibson, 1969).

Students' perceptions in this study refers to students' understanding of their IEP teachers' rapport and delivery through categories of teacher attributes provided by Faranda and Clarke (2004). Therefore, the researcher used Gibson's theory of perceptual learning as a supporting theory for this study.

### **Conceptual Framework**

The source of data to be considered in this study was the Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. Intensive English Program students' perception of teacher rapport and delivery, and motivation for learning English as a foreign language were considered as the independent variables, and the academic achievement in Intensive English class was considered as the dependent variable.



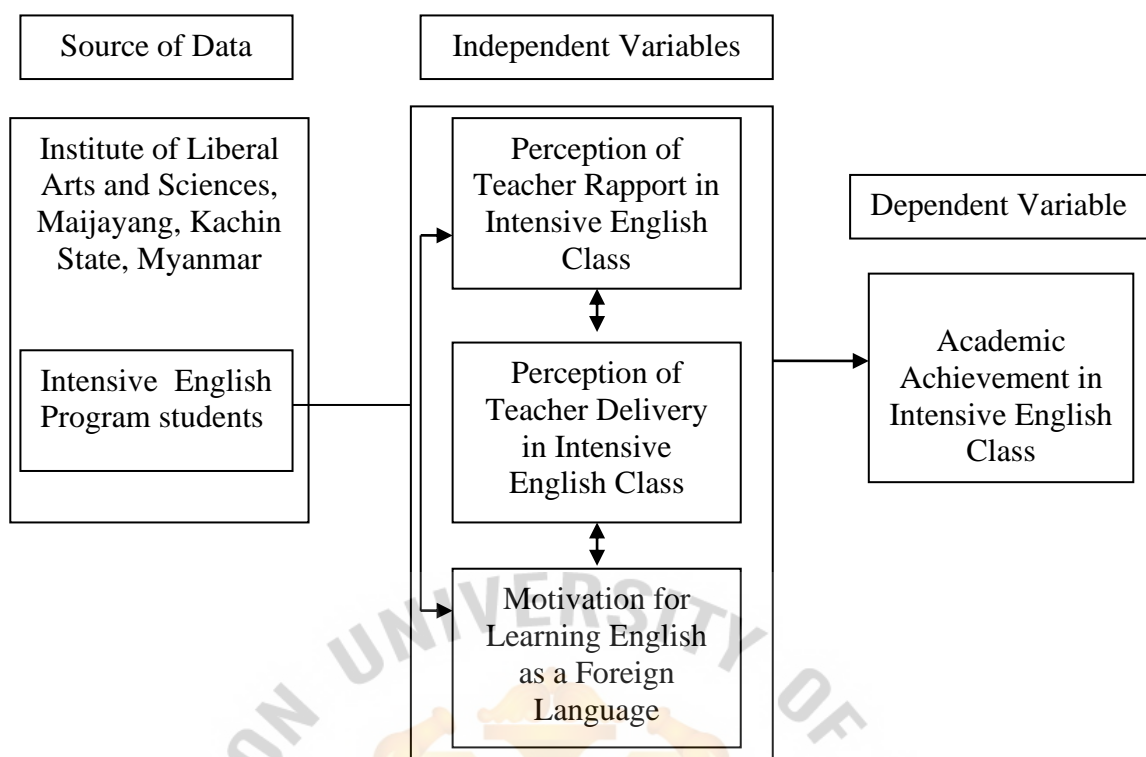


Figure 1. Conceptual framework.

### Scope of the Study

The purpose of this study was limited to examine the relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. The study focuses on the intensive English class and the total 50 Intensive English Program students. The attributes of effective teachers (Faranda & Clarke, 2004), the theory of perceptual learning by Gibson (Gibson, 1969), and Gardner's socio-educational model of second language acquisition (2006) were used to carry out this study.

The researcher used the Students' Perception of Teacher Rapport and Delivery Questionnaire (SPTRDQ), adapted from Barnes and Lock (2013) and originally developed by Faranda and Clarke (2004), in order to examine students' perceptions of teacher rapport and



teacher delivery. In order to examine students' motivation for learning English as a foreign language, the researcher used the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL), adopted from Gardner's (2004) AMTB. For the academic achievement, the IEP students' Intensive English examination score of 2019-2020 academic year will be used.

### Definitions of Terms

To help readers have a clear understanding of this study, the following terms are defined.

**Academic achievement.** It refers to a student's demonstration of understanding information studied in Intensive English Program (IEP), and measured by IEP students' Intensive English examination score in the Intensive English class.

**English as a Foreign Language (EFL).** It refers to the use or study of the English language by non-native speakers in countries where English is generally not a local medium of communication.

**Intensive English Program (IEP).** It refers to an English language program of the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, which offers 10 months of Intensive English classes: grammar and composition, communicative English, vocabulary, phonetics and reading comprehension.

**Intensive English Program students.** It refers to the 50 Intensive English Program (IEP) students who studied English at the Institute of Liberal Arts and Sciences, enrolled in 2019-2020 academic year.

**The Institute of Liberal Arts and Sciences (ILAS).** It refers to a local non-profit Education Institution at Maijyang, Kachin State, Myanmar which delivers two programs: a



ten-month Intensive English Program (IEP) and a two-year Diploma in Liberal Arts program (Dip.LA).

**Motivation for learning English as a foreign language.** It refers to the students' stimulation to learn English in specific ways to fulfill the aimed goals enthusiastically. Motivation for learning EFL is comprised of three dimensions: motivational intensity, desire to learn and attitudes toward learning English.

***Motivational intensity.*** It refers to the effort the students put in learning English. This subscale was measured by Items 1,2,3,4,5,6,7,8,9, and 10 of the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL).

***Desire to learn English.*** It refers to the students' willingness for learning English language. This subscale was measured by Items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 of the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL).

***Attitudes toward learning English.*** It refers to the students' enjoyment connected with the learning process. This subscale was measured by Items 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30 of the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL).

**Perceptions.** The state of being or becoming aware of a condition or situation through the senses, based on the individual's views, opinions, and beliefs.

***Perception of teacher rapport.*** It refers to the students' state of being or becoming aware of the extent to which a teacher demonstrates friendliness, sociability, empathy, accessibility, receptiveness, and attitude in teaching English as a foreign language. This subscale was measured by Items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and 11 of the Students' Perception of Teacher Rapport and Delivery Questionnaire.



***Perception of teacher delivery.*** It refers to It refers to the students' state of being or becoming aware of the extent to which a teacher demonstrates the competence of delivering knowledge, implementation of teaching strategies to interact with students and help students engage in the learning process. This subscale was measured by Items 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, and 28 of the Students' Perception of Teacher Rapport and Delivery Questionnaire.

***Teacher effectiveness.*** In this study it refers to the extent to which a teacher demonstrates contribution to growth in student learning through the teacher attributes identified by Faranda and Clarke (2004): teacher rapport and teacher delivery.

***Teacher rapport.*** It refers to the IEP teachers' friendliness, sociability, empathy, accessibility, receptiveness, and attitude in teaching English as a foreign language.

***Teacher delivery.*** It refers to the IEP teachers' competence of delivering knowledge, implementation of teaching strategies to interact with students and help students engage in the learning process.

### **Significance of the Study**

The findings of this study may benefit the students, the teachers, the school administrators and future researchers.

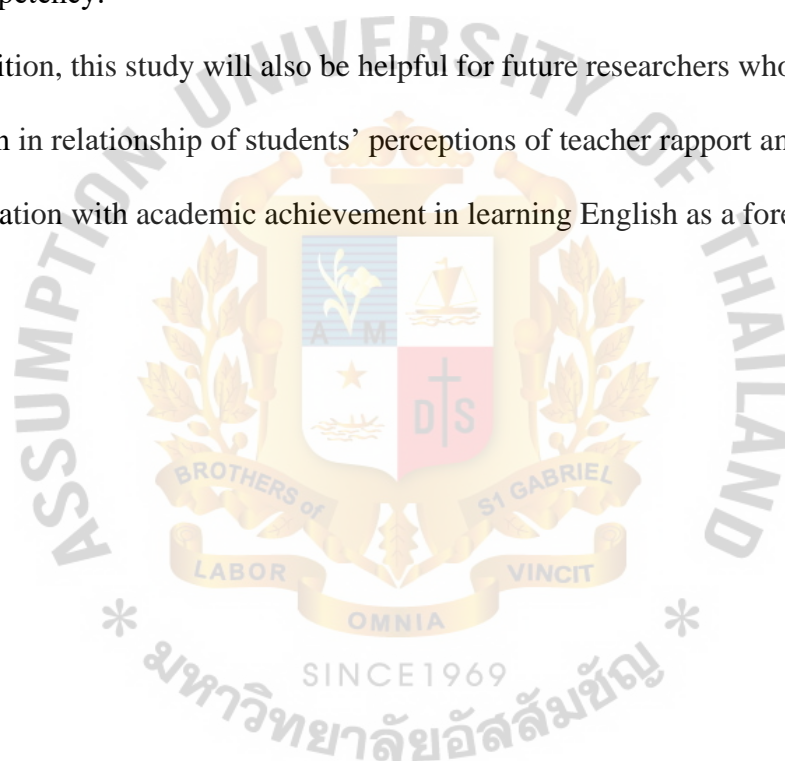
First, this study's results may give useful information to students who are studying in Intensive English Program at the Institute of Liberal Arts and Sciences in Maijyang, Kachin State, Myanmar since there is no previous research about students' perception of teacher rapport and delivery, level of motivation with academic performance in learning English as a foreign language. The students may aware of the factors that motivate them to study English and will be able to implement in their language learning process in the future.



The research findings would benefit the teachers at ILAS to get a good knowledge regarding the factors that influence the students' academic achievement. Therefore, teachers can build a better learning environment with different teaching approaches for the students.

Moreover, this study may be valuable for the school administrators of ILAS, Maijayang, to promote a better learning environment which can support the relationship between teachers and students, students' motivation for learning English. Moreover, the administrators will be able to think of building professional learning environment for teachers' competency.

In addition, this study will also be helpful for future researchers who will conduct future research in relationship of students' perceptions of teacher rapport and delivery and level of motivation with academic achievement in learning English as a foreign language.





## CHAPTER II

### REVIEW OF RELATED LITERATURE

In the previous chapter, the researcher discussed the purposes and importance of this study. In this chapter, the researcher presents the review of the related literature which is divided into three parts. In the first part, the attributes of effective teachers by Faranda and Clarke (2004) and Gardner's (2010) socio-educational model of second language acquisition are presented as the major theories for this research. In the second part, theory of perceptual learning by Gibson (Gibson, 1969) is presented as a supporting theory for this research. In the third part, a review of previous research related to this study is presented, and the background of the Institute of Liberal Arts and Sciences is introduced in the last part.

#### Attributes of the Effective Teacher

The attributes of effective teacher by Faranda and Clarke (2004) are the categories used for analyzing the competency, capability, and skills of a teacher. There are five categories of attributes of the effective teacher by Faranda and Clarke (2004): rapport, delivery, fairness, knowledge and credibility, and, organization and preparation.

**Rapport.** This attribute is related to developing interpersonal relationship between teacher and students. Students prefer a teacher with a great interest into them who have a positive attitude towards students with the ability of being patient, approachable and harmonious (Faranda & Clarke, 2004).

Many research studies show the important role of student-teacher relationship and its positive impact on students' academic improvement. According to Chen (2012) investigation, students find teachers who can maintain a good relationship with students more effective than



those with good instruction. Moreover, Barnes and Lock (2013) claimed that students are confidence and motivated to learn English when they are able to study with teachers who care to them, encourage and listen to them. Having chance to study with that kind of encouraging teachers, students can overcome fear which usually happen in learning language and, they tend to participate more in the learning process.

Paterson (2005) has mentioned that rapport is a powerful connection that lets teacher and students to interact well. Effective teacher builds this relationship initially in the beginning of academic year and sustain it through the year. Only when good relationship has been created, students and teachers enjoy one another and the class, and students feel more active and motivated to do well in their learning process. Churchill et al. (2011) also stated that when teachers can make the class to be a good place for students to be, students will automatically love the class and wish to be in there and they will do the task very well.

According to Gardner (2010), the relationship between teachers and learners have a great influence over the learners' attitudes toward language learning. The teacher's individual qualities such as dedication, enthusiasm, believable and skill can make the classroom environment more enjoyable, reachable, welcoming and, can promote learner's motivation for learning. On the other hand, the classroom environment made by the unapproachable, unreliable and unfriendly teacher may result the opposite effect. Gardner (2010) stated that effective teachers are good facilitators who can create mutual relationship with the students. In order to be a good facilitator, the teacher first must be authoritative in the class. They must know their students very well. Secondly, teachers must be trustworthy persons for their students. Thirdly, teachers must communicate openly with their students and finally they must be a hardworking leader to be followed by the students (Gardner, 2010).

Wichadee (2010) stated that, an effective language teacher is not defined only by having the quality of good content knowledge and instructional skills, but also by having the



quality of good communication and the relationships with students. In other words, to improve the students' learning process, an effective language teacher must have good rapport with students. Davis (2003) also stated that the quality of students' relationships with teachers mainly influence over students' social emotion, motivation and impact their academic success.

According to Virgiyanti, Widiati, and Suharmanto (2016), teachers' behavior such as being polite, showing respect to students and having sense of humor can increase students' learning progress. For instance, having a good sense of humor can break the cold barrier between teacher and student's relationship. Therefore, student feel friendly to teachers and there is better chance for a teacher to reach out to the students' difficulties regarding their learning process.

**Delivery.** This attribute is mainly concerned with the teacher's personal trait, communication and pedagogy (Barnes & Lock, 2013). In other words, it is related to the teacher's way of instruction (Faranda & Clarke, 2004). Teacher who has a good delivery will possess the ability to encourage students to work in group, use good examples to explain the lessons, use different delivery methods and, correct students' mistakes in positive ways (Barnes & Lock, 2013; Faranda & Clarke, 2004). Moreover, the teacher's with good delivery will be found as a passionate instructor (Faranda & Clarke, 2004).

Shishavan and Sadeghi (2009) claimed that to be an effective teacher, one should also be good at delivery or instruction. Moreover, an effective teacher should have knowledge in language, pedagogy, the implement of appropriate strategies such as planning the lesson, implementing the planned lesson, fair assessment of for students, managing students into group activities and appointing assignment (Shishavan & Sadeghi, 2009).

According to Virgiyanti et al. (2016), effective English teachers should plan the lessons very well before teaching to students using different teaching materials and



pedagogies so that students will not find classroom boring. Besides, it will be better if the teacher can use IT support tools for creating the class more engaging.

According to Barnes and Lock (2013) investigation, students find confidence when language teachers use simple language and so they can follow and participate in the learning process. Students also find the English class more interesting when teacher use variety of instructional strategies like real life activities such as reading newspaper or magazine rather than focusing on the text book.

**Fairness.** This attribute is mostly concerned with exam preparation, grading, transparency and academic workload. A teacher is considered to be fair by looking the abilities to treat each student honestly. A fair teacher is also expected to create exams closely related to the work in class which encourage students to express their knowledge independently. Moreover, being able to appoint balanced workload and providing clear instruction of grading are also expected to be the factors of being fair (Faranda & Clarke, 2004).

**Knowledge and Credibility.** This attribute is mainly related to the qualification of a teacher's skill in subject matter. Teacher with a good content knowledge will be able to answer difficult questions raised by students, use real world examples in lessons, and teach students good learning strategies. (Barnes & Lock, 2013; Faranda & Clarke, 2004).

**Organization and Preparation.** This attribute is mainly concerned with a teacher's ability in preparing lessons (Park & Lee, 2006). A teacher with good organization and preparation will be able to give an understandable syllabus with content and pedagogy, provide clear course goals and objectives, and present appropriate materials for assignment (Park & Lee, 2006).

Among these five attributes of effective teacher, rapport and delivery will be used in this research as research variables.



### **Gardner's Socio-Educational Model of Second Language Acquisition**

The socio-educational model is a useful model which is created for examining the aspect of attitudes and motivation in both second language and foreign language learning contexts (Gardner, 1985a). It was originally created by Gardner and Lambert (Gardner, 1959a). Later in 1985 and 2001, the model had been revised. Despite of the revision, the main concept and approach stay unchanged and it has been one of the most used theory for both foreign and second language learning, as well.

Gardner's (2010) socio educational model included four variables: social milieu, individual differences, second language acquisition contexts and outcomes. The variable social milieu addresses to one's cultural or social background and it is also a major factor which influence both of the language learner's physical and mental differences with others. The variable individual differences have four sub-variables: intelligence, language aptitude, motivation and situational anxiety. According to Gardner, these four sub-variables of individual differences are the most influencing factors in second language acquisition. The next variable learning acquisition contexts address the environment where the language is being learned and applied in both formal and informal situations. The last variable language learning outcomes focuses on linguistic skills: vocabulary, grammar, fluency and pronunciation and non-linguistic skills: person's attitudes and values regard with one's cultural background.

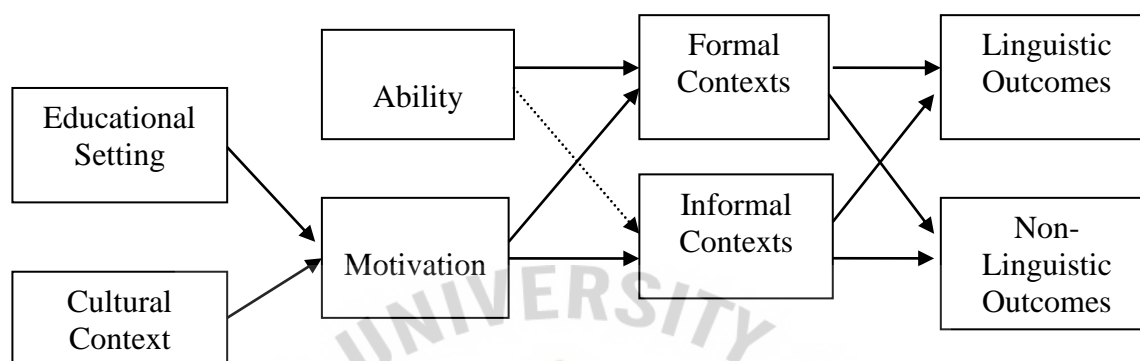
According to Gardner (2006), the socio-educational model mainly focused on ability and motivation which can be found as two primary individual difference factors involving in language learning. Gardner (2005) suggested that students with higher ability have more chance to do better in language learning than those of with lower ability. Similarly, students with higher motivation have more chance to do better in language learning than those of with lower motivation as they tend to put more attempt, tend to be more active and tend to learn



more. Nevertheless, these two factors are assumed to be comparably independent since some students with higher ability can also be higher or lower in motivation for many reasons.

Gardner (2005) has also highlighted the fundamental model of language learning and the

Figure 2 shows the relation of the variables.



*Figure 2.* Adopted from “Integrative Motivation and Second Language Acquisition: The Fundamental Model.” by R.C. Gardner, 2005, p.5

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According to the model, both of the two factors, the ability and motivation are involving in both formal language learning contexts which indicates either situation where teaching and learning happened, e.g., language classroom, and informal language learning contexts which indicate either situation where language can be implemented, e.g., talking with somebody. However, the ability has less involvement in the informal contexts than the motivation. This is shown with the dashed arrow pointing from Ability box to Informal Contexts box. Also, both contexts appear to point to both linguistic and non-linguistic outcomes, and the educational situation and the cultural context influence merely on the motivation.

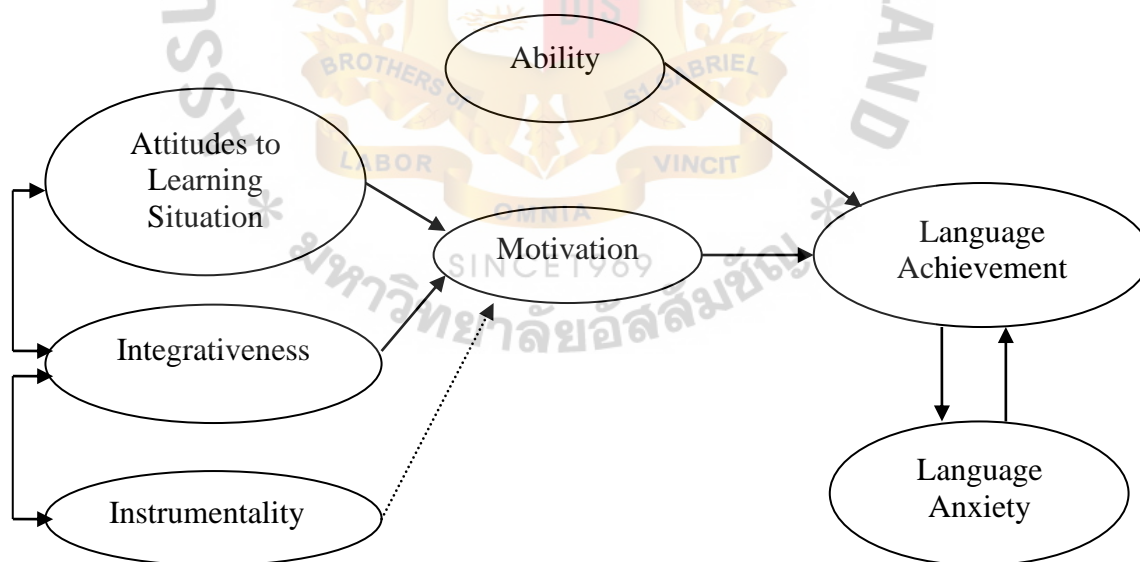
There are many factors which can be found in the language acquisition:

1. Quality of Instruction-Teacher, Curriculum and Lesson Plans



2. Opportunities to Use the Language
3. Socio-cultural milieu and Expectations
4. Student Ability- Scholastic (intelligence) and Language Aptitude
5. Student Affect- attitudes, motivation, anxiety
6. Personality Variables
7. Learning Strategies

Among the factors, the first three factors refer to the environmental characteristics when the last four factors refer to characteristics of student. Although the influence of environmental characteristics can impact on students, the actual result mostly depends on students. For example, regardless of high quality of teaching or curriculum, the success is depending on how the students access it. Figure 3 depicts Gardner's socio-educational model of second language acquisition (Gardner, 2005).



*Figure 3.* Adopted from “Integrative Motivation and Second Language Acquisition: The Socio-Educational Model.” by R.C. Gardner, 2005, p. 6.

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In the socio-educational model, the diagram depicts unidirectional arrows pointing attitudes toward the learning situation, integrativeness, and possibly instrumentality which is used with dash arrow to motivation. This means that these are the major factors that supporting the motivation. Attitudes toward learning situation consist of attitudes towards the school environment, respond to textbooks and the language teachers. Apparently, the quality of learning setting will impact on a students' motivation. A qualified teacher with high command of instruction and well-planned lessons will surely contribute in promoting students' motivation than a teacher with lack of some of those attributes. Integrativeness refers to student's openness to adopting characteristic of another culture or language. The model points tow directional arrows from language anxiety and achievement which means students will tend to be less in achievement if they experience high level of language anxiety. This shows the negatively relation between the two variables.

### **The Attitude/Motivation Test Battery (AMTB)**

The Attitude/Motivation Test Battery (AMTB) is a research tool designed by Gardner (2006) in order to determine the different items of the socio-educational model of second and foreign language acquisition. There are 11 subscales in AMTB with a total of 98 items. Except the integrative and instrumental orientation scales which have four items each, the rest of the subscales have 10 items each.

Many researchers from different countries have widely used the AMTB for their study and it is also recorded of having good validity and high internal consistency reliability. Figure 4 shows the subscales including motivation in Gardner's (2005) socio-education model of AMTB.



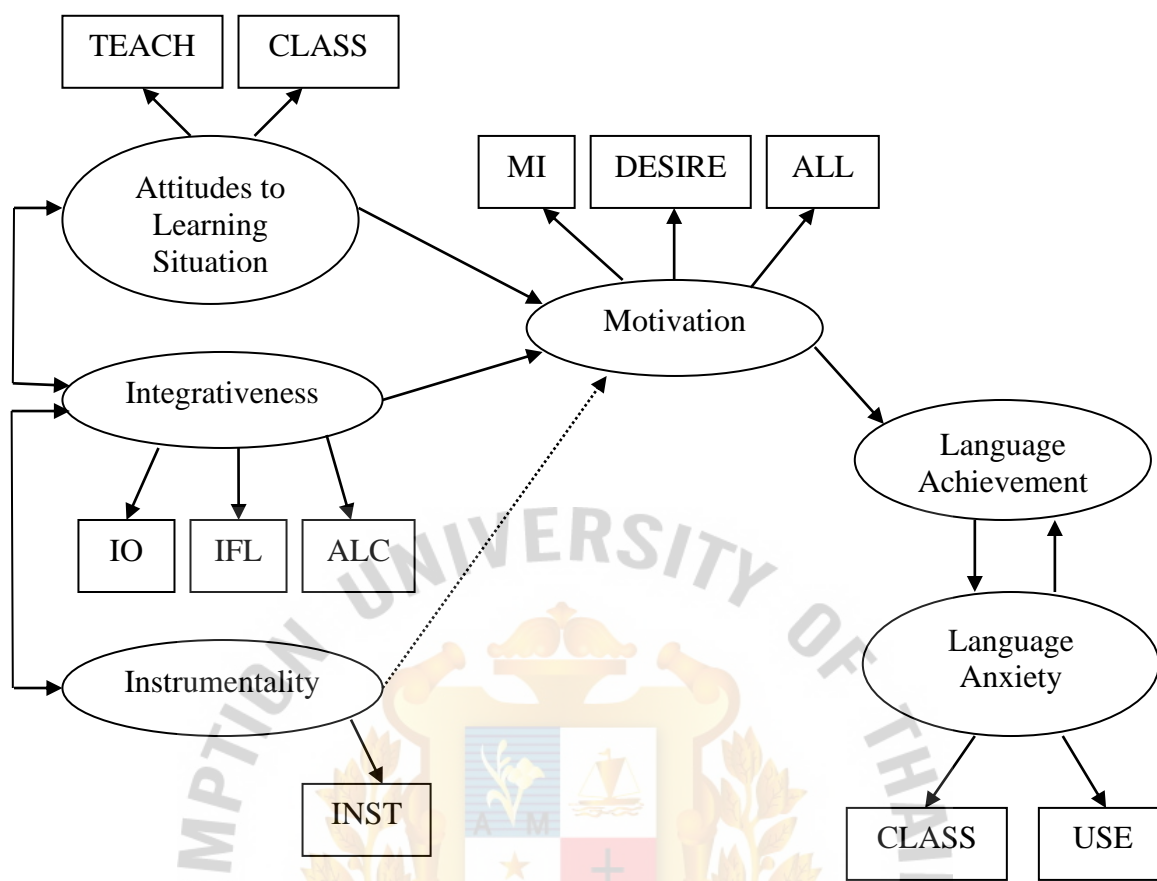


Figure 4. Adopted from “Integrative Motivation and Second Language Acquisition: The Socio-Educational Model with Indicator Variables”, by R.C. Gardner, 2005, p. 12.

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In this study, among the 11 subscales, the researcher will only use three subscales from motivation in order to measure the level of students’ motivation for learning English as a foreign language. They are: (1) motivational intensity (MI), (2) desire to learn the language (DESIRE) and (3) attitudes toward learning language (ALL). The researcher adopted all the items from the three subscales, which have 10 items each five positively worded and five negatively worded. Also, the researcher also named the adopted items from the three subscales, Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL).



**Motivational intensity.** This is the first element in motivation, and it reflects the effort the student spent in learning the language. Therefore, it is known to be the major element to improve the competence in the second language as there would not be any learning without effort. In this scale, there are total of ten items with five positively worded and five negatively worded items in order to measure the student's intensity of motivation (Gardner, 2006).

**Desire to learn English.** This is the second element in motivation, and it refers to the student's wants for learning English language. Although the effort is important, it is not enough as effort sometimes is produced just to impress someone or because of the pressures from the environment. Therefore, desire to learn English is another crucial element to achieve the competence in learning language which should presented along with the effort as this alone is not enough as well. In this scale, there are total of ten items with five positively worded and five negatively worded items in order to measure the student's desire to learn English (Gardner, 2005).

**Attitudes toward learning language.** This is the third element in motivation and it refers to the enjoyment connected with the learning process. Although this element is important, this alone is not enough. Therefore, this should also be presented with the other two: motivational intensity and desire to learn English. In this scale, there are total of ten items with five positively worded and five negatively worded items in order to measure the level of student's attitudes toward learning English (Gardner, 2010).

### **Theory of Perceptual Learning**

In this study, the theory of perceptual learning stands as a vital role in addition to the importance of teacher effectiveness and motivation. In this study, the researcher seeks to understand students' perception of their teachers' rapport and delivery through Faranda and



Clarke' teacher attribute. Therefore, Gibson's (1969) theory of perceptual learning was used as a supporting theory for this study.

The psychologist Eleanor Jack Gibson has built her theory of perceptual learning with more than 70 years of research focusing on babies, adults and nonhuman species. In the 1700s, the perceptual learning was commonly known that animals have to learn to perceive. Information at sensory receivers are not sufficient and so learning is required in order to be a complete percept. On the other hand, Gibson's view was different from the traditional one. The information at receivers is sufficiently supporting in completing percepts from the beginning and therefore, animals do not need learning in order to perceive, they perceive to learn instead. After all, perceptual learning is the fundamental knowledge and where it all starts (Gibson, 1989, as cited in Adolph & Kretch, 2015).

According to Gibson (1969), perceiving is an active process. In order to gather the information from the environment, the perceiver has to observe actively. For example, to search a missing thing, one must use his eyes to look and scan, turn the head to reach where the thing can be placed. Thus, a considerably important part of perceptual learning is learning what to do and how to gather perceptual information.

Among Gibson's works, learning to perceive affordances and events focusing on the study of infant action is more influential and significant than earlier of her works. Animals learn to perceive through their affordances of action (Gibson, 2000, as cited in Adolph & Kretch, 2015). For the action, affordances are possible depending on the animals' capabilities and the environment. For example, a straight wall affords a housefly to walk which a human cannot. A heavy dumbbell affords a body builder to lift, which is not possible for an infant. Actions are guided by perception and they are definite in affordances, therefore, affordances reflect both animal-environment reciprocity and perception-action reciprocity.



Gibson (1969) suggests perception to be a process of information received which happens through time. Hence, events are the main cause of perceptual information and an important factor of what is learned during perceptual learning and development. “Happenings over time” consist of events performed by a perceiver, events that will be performed by another perceiver and events that is observed by other perceivers. For instance, when someone throws a ball (events performed by a perceiver), another person will catch the ball (events that will be performed by another perceiver) and, there are some people watching the throw and catch the ball (events that are observed by other perceivers).

In addition to affordances and events, Gibson views perceptual learning to be a process in which perceptual information forms progressively differentiated and specific to the objects in the environment (Gibson, 1992, as cited in Adolph & Kretch, 2015). Meanwhile, the traditional theories view that perceptual learning is a process of learning to build, assume, guess and so on because perception needs rather than the applicable sensational stimulus. For Gibson, perception is not improved by building new descriptions of the environment but by exploring new information (Gibson, 1978, Gibson & Spelke, 1983, as cited in Adolph & Kretch, 2015). For example, an ordinary person can only differentiate between red wine and white wine while an expert examiner can tell whether it is from France or California wine yard. They will be able to tell specific grapes or even the harvest years.

### **Previous Research on Teacher Rapport**

Amadi and Paul (2017) studied the influence of the communication of student and teacher on students' academic achievement for teaching-learning effectiveness. One hundred and fifty (150) Psychology Guidance and Counselling undergraduate students who were studying in the University of Port Harcourt Rivers State participated as a source of data for this study. Students-Teacher Communication Questionnaire (STCQ) was used to measure the



level of students-teacher communication. The result revealed that there was a highly positive relationship between students-teacher communication and their academic achievement.

Lee (2012) conducted a research on the effects of the teacher-student relationship and academic press on student engagement and academic performance by using U.S. data from the Program for International Student Assessment 2000 (OECD, 2000). The data was collected from the 3,748 Grade 9 and 10 students from 147 school. The findings revealed that the effect of teacher-student relationship could significantly predict the reading achievement.

Yunus et al. (2011) studied teacher-student relationship factor affecting motivation and academic achievement in English as a Second Language (ESL) classroom. A qualitative method of interviewing was used for this study. Six pre-service teachers who were enrolling in B. Ed. Teaching English as a Second Language (TESL) course in one university in Malaysia were asked to respond to 21 interview questions. The findings from the interviews result that the interviewees agreed that positive teacher-student relationship is crucial in English language teaching classroom and the good relationship between teacher and students can improve students' motivation to learn and their academic achievement as well.

Ma, Du, Hau, and Liu (2017) conducted a research on the relationship between teacher-student rapport and academic achievement in Chinese EFL context: a serial multiple mediation model. The research examined the relation between teacher-student relationship of 11,036 Grade 8 students and English academic achievement through the serial multiple mediation effect of self-efficacy, learning strategy in Chinese EFL context. The findings showed that good teacher-student rapport help students to enhance English skill by nurturing their English self-efficacy and application of learning strategy.

Mohamed, Wok, and Mohamed (2018) did a research on the relationship between the influence of student-teacher rapport on business students' academic achievement. Ninety-seven students from Malaysian polytechnic were asked to perform in data collection. The



results indicated that there was not found a significant correlation between the student-teacher relationship and their academic achievement.

### **Previous Research on Teacher Delivery**

Napoles and MacLeod (2013) studied the influence of teacher instruction and student development over preservice teachers' perceptions of teaching performance. The participants were six experienced music teachers and 75 music students from two universities from Utah and North Carolina. The data was collected by videotaping the small applied lessons instruction in four conditions regarding high teacher instruction and high student development, high teacher instruction and less student development, low teacher instruction and high student development, and low teacher instruction and less student development. Overall, the findings result that there was a slightly positive relationship between the teacher instructional perceptions and student development.

Atlay, Tieben, Hillmert, and Gauth (2019) did a research and investigated the relationship of the quality of teaching and student achievement. German panel data and multilevel modelling were used for determine the teaching quality in three dimensions: emotional activation, managing classroom and helpful environment, and socioeconomic background of student. The study found that managing classroom was positively related with student achievement. In addition, comparing the achievement from cognitive activation and supportive climate, students with high socioeconomic status achieved higher than those of low socioeconomic status.

Fong-Yee and Normore (2013) studied the impact of quality teachers on student achievement to investigate the attributes regarding teachers' emotional ability, content knowledge, knowledge of instruction and learning, licensure, and teaching behaviors in the class and correlated with the students' improvement. A review of the literature from the



sources such as policy briefs, executive summaries, on-line press releases, professional and academic journals and pertinent web sites was used to collect data. The research findings showed that all the factors were positively related with students' achievement except the content knowledge which had mixed results: that teachers who had college majors or minors in the subject area had more positive impact on student learning than those teachers who did not have.

Nortvedt, Gustafsson, and Lehre (2016) conducted a research on the importance of the quality of instruction on the achievement for reading and mathematics. In order to investigate the relationship between the quality of instruction with reading and mathematics achievement, Trends in Mathematics and Science Study (TIMSS) and Progress in International Literacy Study (PIRLS) 2011 database and Grade four students' result in mathematics and reading which were sample from 34 different countries were inspected using multilevel structural equation modeling (SEM) with random slopes. The finding showed that reading and mathematics achievement had a positive correlation while a positive relation between the quality of instruction and mathematics and reading achievement was found only in some countries.

### **Previous Research on Motivation for Learning English as a Foreign Language**

A qualitative research studied the relationship between motivation and perceived parental encouragement for learning English as a foreign language with English achievement of Grades 6 to 8 students at St. John's Private School, Myanmar (Marina, 2018). The study utilized an adapted version of the Gardner's AMTB International Version (Gardner, 2004) to measure the level of students' motivation for learning English, and correlated with students' English achievement. The study found that the students' motivation for learning English had a positively significant relationship with the students' English achievement.



Huang and Lynch (2019) also studied the relationships between Grades 3-5 students' motivation for learning Chinese, parental encouragement with their Chinese academic achievement at an international school in Thailand. The study used an adapted version of Attitude/Motivation Test Battery to measure the level of students' motivation for learning Chinese, and correlated with students' Chinese achievement. The study resulted that the students' motivation for learning Chinese is significantly correlated with students' Chinese achievement.

Lungley and Lynch (2017) conducted a research on the relationship between Grades 8-12 students' motivation for self-selected English reading and academic achievement. It was performed at Bangkok Christian International School, Thailand, and the Adolescent Motivation for Self-Selected Reading Questionnaire (AMSSRQ) was used to measure the students' motivation and correlate it with reading achievement. The result showed that there is a significant relationship between motivation for self-selected reading in English and reading achievement.

Lwin and Eamoraphan (2015) also did a research on a correlational-comparative study of Mathayom 3 students' motivation for learning science and their science achievement in the English and Thai programs. The research was done at Mathayomwatsing School in Bangkok, Thailand. The research used the science motivational questionnaire designed by Glynn and Koballa (2006) to measure students' motivation for learning science, and correlated with students' O-Net science grades. Twenty-two English Program students and 33 Thai Program students from Mathayom 3 participated as a source of sample. The result showed there was a significant relationship between English Program and Thai Program students' motivation for learning science and science achievement.

Contreras and Lynch (2018) studied the motivation and perceived parental encouragement of Grades 6-8 KPIS students and correlated with their English oral skills



achievement. The research was done at KPIS International School, Bangkok. For the data collection, Gardner's (2005) Attitude/Motivation Test Battery (AMTB) was implemented to measure the level of students' motivation for learning English, and correlated with students' English oral skills achievement. The findings showed that the students' motivation had a strong relationship with students' English oral skills achievement.

### **Background of the Institute of Liberal Arts and Sciences**

The Institute of Liberal Arts and Sciences (ILAS), a community-based non-profit educational institution was opened in 2001 at the war-torn remote area of Kachin State, in northern Myanmar. The school was initiated by the local educators with the name, School of Intensive English Programs (IEP) with financially supports from local donors and foreign organizations. At first, IEP provided three months of English language classes and computer studies to teachers who had finished local teacher training school in order to upgrade their English skills. After that, the Intensive English Program was extended into six months of Intensive English Program.

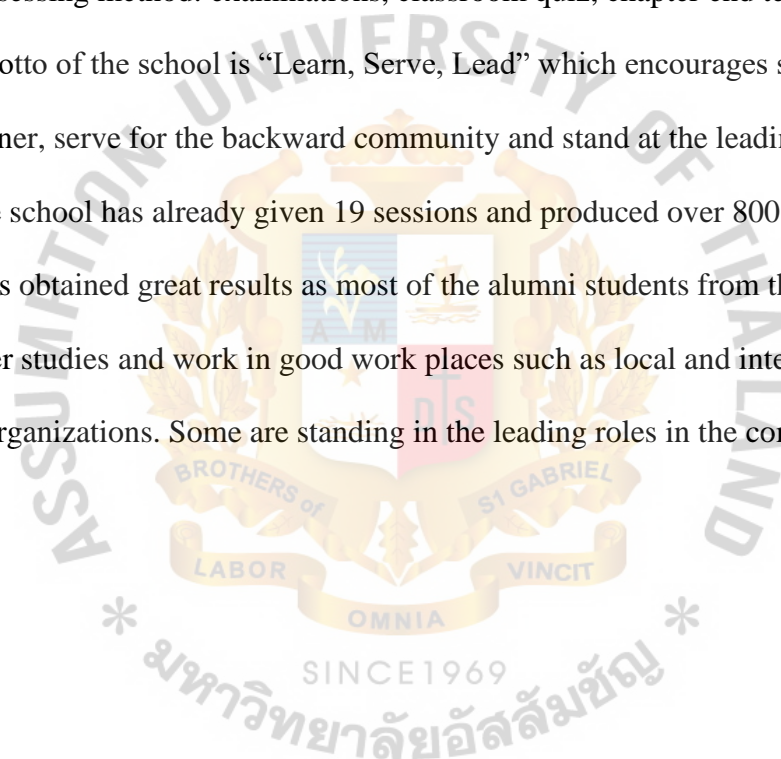
From 2008 the school started to provide two years of Intensive English Program including Level 1 and Level 2. Being a boarding school, which has limited space, IEP can only produce 50 to 80 students every year. Most of the IEP students came from families with poor financial status, civil servants and broken families or orphaned. Since the continuing conflict between Burmese military and ethnic arm forces in Kachin State, most of these students on the other hand, may not be able to access higher education.

In 2016, the School of Intensive English Programs (IEP) was upgraded into the Institute of Liberal Arts and Sciences (ILAS), with the purpose of equipping the students with critical thinking, liberal ideology as well as to become state builders, in the critical period of peace-building. Therefore, IEP becomes a ten-month Intensive English program and the students qualified in IEP are allowed to join the two years of Liberal Arts Diploma class.



The Intensive English class delivers seven major subjects: Grammar and Composition, Reading, Communicative English, Phonetics, Vocabulary, Social Study and Basic ICT Skills. All the IEP teachers are non-native speakers of English language who hold bachelor and master degrees from, abroad and local Universities. Every year, the teachers are given two or three weeks of teacher trainings which are supported by the school for teachers' capacities building. The instructional language used in IEP classes are both in Jinghpaw, the native language of the students, and English. For the assessment, the subject teachers use varieties of assessing method: examinations, classroom quiz, chapter end tests and projects.

The motto of the school is "Learn, Serve, Lead" which encourages students to become a lifelong learner, serve for the backward community and stand at the leading role at the same time. Now the school has already given 19 sessions and produced over 800 graduate students. The school has obtained great results as most of the alumni students from the school can keep on their further studies and work in good work places such as local and international non-government organizations. Some are standing in the leading roles in the community.





## **CHAPTER III**

### **RESEARCH METHODOLOGY**

In the previous chapter, the researcher presented the literature review of topics related to this study. In this chapter, the researcher presents the research methodology to find out the Intensive English Program student's perception of teacher rapport and teacher delivery, motivation for learning English as a foreign language, and academic achievement in the intensive English class at the Institute of Liberal Arts and Sciences in Maijayang, Kachin State, Myanmar. This chapter covers the research methodology that includes the research design, population and sample, research instrument, collection of data, data analysis. A table of the summary of the research process was added at the end of this chapter.

#### **Research Design**

The purpose of this research was to determine if there is a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning, with academic achievement in the intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. For this purpose, the researcher designed a quantitative correlational study. The researcher used three instruments to address the research objectives: the Students' Perception of Teacher Rapport and Delivery Questionnaire, the Questionnaire for Measuring Motivation for Learning English as a Foreign Language, and the Intensive English examination score of IEP students.

This study employed both descriptive statistics (means and standard deviations) and correlational analysis (using multiple correlation coefficient) for the analysis of the collected data.



**Population**

The target population of this research was the 50 Intensive English Program students enrolled in the academic year of 2019-20120 at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

**Sample**

A population sample, comprised of all the 50 Intensive English Program students enrolled in the academic year of 2019-2020 at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was targeted in this study.

Table 2 describes the students’ sample size which was used in this study.

Table 2

*Students' Sample Size Used in This Study*

Students	Sample
Intensive English Program students	50

**Research Instruments**

For this research, the researcher used three research instruments: the first one was the Students’ Perception of Teacher Rapport and Delivery Questionnaire (SPTRDQ), adapted from Barnes and Lock (2013), originally developed by Faranda and Clarke (2004); the second one was the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL), adopted from the Attitude/Motivation Test Battery by Gardner (2004); and the third one was the Intensive English examination score of IEP students.



**Students’ Perceptions of Teacher Rapport and Delivery Questionnaire (SPTRDQ)**

The Students’ Perceptions of Teacher Rapport and Delivery Questionnaire (SPTRDQ), adapted from Barnes and Lock (2013), and originally developed by Faranda and Clarke (2004), was divided into five components which identified the attributes of an effective teacher: rapport, delivery, fairness, knowledge and credibility, and organization and preparation. The total number of items were forty-two, with 11 items for rapport, 17 items for delivery, 5 items for fairness, 3 items for knowledge and credibility, and 6 items for organization and preparation. In this research, 28 items, from the subscales of rapport and delivery, was used. All the items were positively worded. The questionnaire used a 7-point Likert scale (1= *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *no feelings*, 5 = *slightly agree*, 6 = *agree*, 7 = *strongly agree*).

Table 3 describes the categories and number of items which was used in this research.

Table 3  
*Details of the Students’ Perception of Teacher Rapport and Delivery Questionnaire*

Categories	Item number	Total
Rapport	1-11	11
Delivery	12-28	17
Total	1-28	28

Table 4 describes the score and interpretation for the Students’ Perception of Teacher Rapport and Delivery Questionnaire adapted from Barnes and Lock (2013).



Table 4

*Scores and Interpretations for the Students' Perception of Teacher Rapport and Delivery Questionnaire*

Agreement level	Score	Mean score	Teacher rapport interpretation	Teacher delivery interpretation	Teacher effectiveness interpretation
Strongly agree	7	6.51 – 7.00	Very good	Very good	Very high
Agree	6	5.51 – 6.50	Good	Good	High
Slightly agree	5	4.51 – 5.50	Slightly good	Slightly good	Slightly high
No feelings	4	3.51 – 4.50	Moderate	Moderate	Medium
Slightly disagree	3	2.51 – 3.50	Slightly bad	Slightly poor	Slightly low
Disagree	2	1.51 – 2.50	Bad	Poor	Low
Strongly disagree	1	1.00 – 1.50	Very bad	Very poor	Very low

**Validity and Reliability of the Students' Perception of Teacher Rapport and Delivery Questionnaire.** The five attributes of teacher effectiveness questionnaire have been used in many studies (Barnes & Lock, 2010; Barnes & Lock, 2013; Faranda & Clarke, 2004). Barnes and Lock (2013) developed the questionnaire's validity after obtaining opinions regarding questionnaire clarity and appropriateness from two quantitative methodologists. Also, pilot examining was conducted with six volunteer students.

For the reliability of the questionnaire, two-tailed Mann-Whitney *U* test was done by Barnes and Lock (2013), using a pilot study with six volunteer students from a Korean University and resulted that all of the attributes of teacher effectiveness were found to be reliable except the two attributes of rapport and organization and preparation which were found to be questionable.



**Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL)**

For the students’ motivation for learning English as a foreign language, the researcher used the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL), adopted from the AMTB by Gardner (2004). The questionnaire is the version revised in 2004, and it uses a 6-point Likert scale (1= *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*). In this study, three subscales from AMTB was adopted to measure the motivation for learning English as a foreign language: motivational intensity, desire to learn English, and attitudes toward learning English. There are 10 items positively worded, and 10 items negatively worded in each subscale.

Table 5 describes the subscales and numbers of items which was used in this research.

Table 5

*Details of the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL)*

Subscales	No. of items for each component	Total number of items for each component
Motivational intensity		
Positively-worded items	1-5	
Negatively-worded items	6-10	10
Desire to learn English		
Positively-worded items	11-15	
Negatively-worded items	16-20	10
Attitudes toward learning English		
Positively-worded items	21-25	
Negatively-worded items	26-30	10
Total	30	30



Table 6 describes the score and interpretations of the QMMLEFL, and scores for positively and negatively worded items. In this study, all negatively worded items (i.e., Items 6, 7, 8, 9, 10, 16, 17, 18, 19, 20, 26, 27, 28, 29 and 30) were reversed coded, in order to standardize the directionality of the interpretation. Therefore, Table 6 shows a positively worded interpretations of the score and mean score scales.

Table 6

*Scores and Interpretations for the QMMLEFL*

Agreement level	Score	Mean score	Motivational intensity interpretation	Desire to learn English interpretation	Attitudes toward learning English interpretation
Strongly agree	6	5.50 -6.00	Very high	Very high	Very positive
Moderately agree	5	4.51 -5.50	High	High	Positive
Slightly agree	4	3.51 -4.50	Slightly high	Slightly high	Slightly positive
Slightly disagree	3	2.51 -3.50	Slightly low	Slightly low	Slightly negative
Moderately disagree	2	1.51 -2.50	Low	Low	Negative
Strongly disagree	1	1.00 -1.50	Very low	Very low	Very negative

**Validity and reliability of the QMMLEFL.** The Questionnaire for Measuring Motivation for Learning English as a Foreign Language adopted from Attitude/Motivation Test Battery of Gardner (2006) is one of the most used research instruments in research studies in second and foreign language acquisition. It was validated and standardized on samples of anglophone Canadian students in Grades 7 to 11 from seven different places of Canada (Gardner, 1985b). Dörnyei (2001) also stated that the AMTB has a good predictive validity and can be used as a standardized test for motivation. In addition, for the test



reliability, Gardner (1985a) reported that the internal consistency reliability of the subscales was acceptable.

Table 7 shows the Cronbach's alpha coefficients of the three subscales taken from international version of AMTB (Gardner, 2006).

Table 7

*Reliability Statistics of Previous Studies Using the AMTB*

Subscales	Reported Cronbach's alpha				Current study
	Brazil (Gardner, 2006)	Japan (Gardner, 2006)	Myanmar (Siphora, 2017)	Myanmar (Marina, 2018)	
Motivational intensity	.75	.77	.66	.71	.71
Desire to learn English	.86	.87	.75	.76	.83
Attitude toward learning English	.91	.92	.79	.80	.79
Overall	.84	.85	.73	.76	.78

**The Intensive English Examination of IEP**

The Intensive English examination score of academic year 2019-2020 was used to measure EFL academic achievement of Intensive English Programs students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. The examination assessed the students' language skills in English subjects: vocabulary, grammar and composition, phonetic, communicative English and reading. Students are expected to achieve minimum 60 of the examination score to be in the category of need improvement. The examination score less than 60 is determined as failure while the score range between 90 to 100 is regarded as excellent in achievement. The standard scale for the students' academic achievement is



shown in the following table. This grading scale is officially used to grade English subjects at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

Table 8 describes the interpretation scale of the Intensive English examination score of IEP which was used in order to determine the level of academic achievement of IEP students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

Table 8

*Interpretation Scale of the Intensive English Examination Score of IEP*

Percentage scale	Academic achievement interpretation
90-100	Excellent
80-89	Very good
70-79	Good
60-69	Need improvement
0-59	Fail

**Validity and Reliability of the Intensive English Examination of IEP.** The Intensive English examination of IEP that was used to measure the academic achievement of IEP students was done by subject teachers from ILAS. Also, it was content-validated and approved by the academic director of ILAS. The examination included a variety of question types: multiple choice, matching, gap filling, short answer, open questions, essay type, speaking and listening. There were five sections in the examination: vocabulary, grammar and composition, phonetic, communicative English and reading. The type of examination can be said reliable since the examination had been implemented in IEP for 15 years. In addition, the experienced teachers who produced the examination questions were also well knowledgeable in their respected subjects.



Collection of Data

After the researcher requested informal permission for data collection from the principals of the Institute of Liberal Arts and Science, Maijayang, Kachin State, Myanmar, collecting data was done in February 2020. The time and date for data collection was decided by the school authorities and the researcher according to the students’ class schedules. Although the target sample was 50, 48 out of 50 students (96%) were present during the administration of the research instruments. As for the academic achievement, the Intensive English examination scores of the students was collected from the subject teachers.

After data collection, the researcher analyzed the data by using statistical methods and interpret the study findings. From March to May 2020, the researcher continued developing Chapters IV and V according to the findings of the study.

Table 9 shows the timeline for this research.

Table 9

Research Timeline for This Study

Date	Task
September 2019	To request permission from the target school
September – December 2019	To write the first three chapters of the Master thesis
13 <sup>th</sup> February 2020	To do the thesis proposal examination
27 <sup>th</sup> February 2020	To distribute the questionnaires to 50 Intensive English Program students and allow time for students’ completion
April 2020	To finish Chapters IV and V
14 <sup>th</sup> July 2020	To do the final thesis and defense



### **Data Analysis**

To perform data analysis, the researcher used a statistical software program and the following statistical methods were used to carry out the data analysis.

1. To determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

Method: Mean and standard deviation were used to determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

2. To determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

Method: Mean and standard deviation were used to determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

3. To determine the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

Method: Mean and standard deviation were used to determine the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.



4. To determine the level of academic achievement of the Intensive English Program students in learning English as a foreign language at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

Method: Mean and standard deviation were used to determine the level of academic achievement of the Intensive English Program students in learning English as a foreign language at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

5. To determine if there is a significant relationship of Intensive English Program students’ perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

Method: Correlational analysis using multiple correlation coefficient were used to determine if there was a significant relationship of Intensive English Program students’ perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

Multiple correlation indicates which combination of independent variables are significantly correlated with the dependent variable.

Table 10 describes the statistical methods of data analysis related to each research objective.

Table 10

*Statistical Methods of Data Analysis Related to Each Research Objective*

Research objective	Method of analysis
Research Objectives 1-4	Means and standard deviations
Research Objective 5	Correlational analysis (using multiple correlation coefficient)



Summary of the Research Process

The summary of the research process is presented below.

Table 11

Summary of the Research Process for This Study

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar	A purposive sample of 48 Intensive English Program students at the Institute of Liberal Arts and Sciences in Maijayang, Kachin State, Myanmar	Students' Perception of Teacher Rapport and Delivery Questionnaire	Mean and standard deviation
2. To determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar	A purposive sample of 48 Intensive English Program students at the Institute of Liberal Arts and Sciences in Maijayang, Kachin State, Myanmar	Students' Perception of Teacher Rapport and Delivery Questionnaire	Mean and standard deviation

(continued)



(continued)

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
3.To determine the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar	A purposive sample of 48 Intensive English Program students at the Institute of Liberal Arts and Sciences in Maijyang, Kachin State, Myanmar	Questionnaire for Measuring Motivation for Learning English as a Foreign Language	Mean and standard deviation
4.To determine the level of academic achievement in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar	A purposive sample of 48 Intensive English Program students at the Institute of Liberal Arts and Sciences in Maijyang, Kachin State, Myanmar	Intensive English examination of IEP	Mean and standard deviation

(continued)



(continued)

Research objective	Source of data or sample	Data collection method or research instrument	Method of data analysis
5. To determine if there is a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar	A purposive sample of 48 Intensive English Program students at the Institute of Liberal Arts and Sciences in Maijyang, Kachin State, Myanmar	Students' Perception of Teacher Rapport and Delivery Questionnaire  Questionnaire for Measuring Motivation for Learning English as a Foreign Language  Intensive English examination of IEP	Correlational analysis (using multiple correlation coefficient)



## CHAPTER IV

### RESEARCH FINDINGS

This chapter reports the research findings from the quantitative survey questionnaires collected in ILAS, Maijayang, Kachin State in the second half of the academic year of 2019-2020. A total of 48 students participated in the survey and the findings are displayed into tables and sections, reported separately for overall responses and broken down into four main sections, each of them corresponding to one of the research objectives guiding this study. In each section, the findings from the statistical procedures used to address the research objectives are reported.

#### Main Findings

In this section, the main findings of this study are presented according to the research objectives.

#### Findings from Research Objective 1

Research Objective 1 was to determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. In order to address Research Objective 1, the Rapport subscale of the Students' Perception of Teacher Rapport and Delivery Questionnaire (SPTRDQ) was used to measure the level of students' perception of teacher rapport (see Appendix A). All items from the questionnaire used a 7-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *no feelings*, 5 = *slightly agree*, 6 = *agree*, 7 = *strongly agree*).

Table 12 displays the mean scores, standard deviations and the interpretation of students' perception of teacher rapport in ILAS, Maijayang, Kachin State, Myanmar.



Table 12

*Means Scores, Standard Deviations, and Interpretation of the Students' Perception of Teacher Rapport*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of teacher rapport
1	My English teachers are friendly	6.15	.83	Good
2	My English teachers develop good relationships with students	6.00	.80	Good
3	My English teachers share personal experiences	5.83	.95	Good
4	My English teachers care about students	5.38	1.00	Slightly good
5	My English teachers are patient	5.88	1.02	Good
6	My English teachers listen to students	5.79	.87	Good
7	My English teachers have positive attitude in general	5.81	.73	Good
8	My English teachers have charisma	5.71	.97	Good
9	My English teachers understand the student's English education background	5.56	1.01	Good
10	My English teachers understand the different student levels	5.50	1.09	Slightly good
11	My English teachers have a sense of humor	5.27	1.20	Slightly good
Overall		5.72	.96	Good

According to the results in Table 12, it was found that students' perception of teacher rapport was good regarding the aspect of teacher rapport stated in Items 1, 2, 3, 5, 6, 7, 8 and 9 (e.g., "My English teachers are friendly" [Item 1], "My English teachers understand the student's English education background" [Item 9]). However, regarding the aspects of



teaching rapport stated in the Items 4, 10 and 11 (e.g., “My English teachers care about students” [Item 4], “My English teachers have a sense of humor” [Item 11]), it was found that students’ perception of teacher rapport can be interpreted as slightly good.

Overall, the mean score of the perception of teacher rapport items was 5.72 ( $SD = .96$ ). Therefore, it can be concluded that the level of perception of teacher rapport in intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was good.

## Research Objective 2

Research Objective 2 was to determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar. In order to address Research Objective 2, the Delivery subscale of the Students’ Perception of Teacher Rapport and Delivery Questionnaire (SPTRDQ) was used to measure the level of students’ perception of teacher delivery (see Appendix A). All items from the questionnaire used a 7-point Likert scale (1 = *strongly disagree*, 2 = *disagree*, 3 = *slightly disagree*, 4 = *no feelings*, 5 = *slightly agree*, 6 = *agree*, 7 = *strongly agree*).

Table 13 displays the mean scores, standard deviations and the interpretation of students’ perception of teacher delivery in ILAS, Maijyang, Kachin State, Myanmar.



Table 13

*Mean Scores, Standard Deviations, and Interpretation of the Students' Perception of Teacher Delivery*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of teacher delivery
12	My English teachers are enthusiastic about EFL teaching	5.56	1.05	Good
13	My English teachers give clear explanations	5.73	1.05	Good
14	My English teachers use good examples	5.90	.95	Good
15	My English teachers use a variety of teaching methods	5.71	1.09	Good
16	My English teachers use Jingshpaw language selectively	6.21	.87	Good
17	My English teachers correct writing errors	6.10	1.04	Good
18	My English teachers correct speaking errors	5.81	1.21	Good
19	My English teachers teach grammar	6.58	.82	Very good
20	My English teachers use group work	6.42	.77	Good
21	My English teachers encourage student participation in class	5.90	.86	Good
22	My English teachers encourage participation of students with low confidence	5.69	1.06	Good
23	My English teachers talk slowly in English	6.02	.81	Good
24	My English teachers use easy words	6.13	.73	Good
25	My English teachers ask questions frequently	5.92	.99	Good

(continued)



(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of teacher delivery
26	My English teachers ask questions then wait for volunteers to answer	6.29	.77	Good
27	My English teachers ask individual students to answer questions	6.06	.67	Good
28	My English teachers give students plenty of time to answer questions	5.69	.93	Good
Overall		5.98	.93	Good

Based on the results shown in Table 13, it was found that students' perception of teacher delivery was very good regarding the aspect stated in Item 19 ("My English teacher teaches grammar"). However, for the rest of the items in this subscale (e.g., "My English teachers are enthusiastic about EFL teaching." [Item 12], "My English teachers talk slowly in English." [Item 23], "My English teachers give students plenty of time to answer questions." [Item 28]), it was found that a students' perception of teacher delivery regarding the aspect stated in such items was good.

The overall mean score of the perception of teacher delivery items was 5.98 ( $SD = .93$ ). As a result, it can be concluded that the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was good.



### Findings from Research Objective 3

Research Objective 3 was to determine the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. In order to address Research Objective 3, the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL) was used to collect data of students' level of motivation for learning English as a foreign language in intensive English class on three subscales: motivational intensity (Items 1-10) , desire to learn English (Items 11-20), and attitude towards learning English (Items 21-30). Each subscale has 10 items, including both positively and negatively worded items. The questionnaire was comprised of 30 items, with all of them using a 6-point Likert scale (1= *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 4 = *slightly agree*, 5 = *moderately agree*, 6 = *strongly agree*).

Table 14 presents the overall interpretation of mean scores and standard deviations. for motivation for learning EFL.

Table 14

*Interpretation of Mean Scores and Standard Deviations for Motivation for Learning EFL*

Subscales of motivation for learning EFL	<i>M</i>	<i>SD</i>	Interpretation of motivation for learning EFL
Motivational intensity	3.85	1.18	Slightly high
Desire to learn English	4.61	1.22	High
Attitudes toward learning English	5.16	.97	High
Overall	4.54	1.12	High

Based on the result shown in Table 14, the overall mean score of the motivation for learning EFL was 4.54 (*SD* = 1.12). As a result, it can be concluded that the level of



motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar was high.

Findings regarding motivation for learning EFL held by Intensive English Program students at Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, are presented in detail, by subscale, in the following sections.

**Motivational intensity.** Table 15 displays the mean scores, standard deviations and the interpretation for motivational intensity subscale from the QMMLEFL. In Table 15 below, all negatively worded items (i.e., Items 6, 7, 8, 9, and 10) were reversed coded, in order to standardize the directionality of the interpretation.

Table 15

*Interpretation of Means and Standard Deviations for Motivational Intensity Subscale Items*

Item No.	Item statement	M	SD	Interpretation of motivational intensity
1	I make a point of trying to understand all the English I see and hear	4.56	.77	High
2	I keep up to date with English by working on it almost every day	3.65	.96	Slightly high
3	When I have a problem understanding something in English class, I always ask my teacher for help	4.25	1.26	Slightly high
4	I really work hard to learn English	4.23	.81	Slightly high
5	When I am studying English, I ignore distractions and pay attention to my task	4.19	1.12	Slightly high

(continued)



(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of motivational intensity
6	I do not pay much attention to the feedback I receive in my English class	3.81	1.72	Slightly high
7	I do not bother checking my assignments when I get them back from my English teacher	3.46	1.29	Slightly low
8	I put off my English homework as much as possible	2.96	1.27	Slightly low
9	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something	3.79	1.15	Slightly high
10	I cannot be bothered trying to understand the more complex aspects of English	3.63	1.21	Slightly high
Overall		3.85	1.18	Slightly high

According to the results shown in Table 15, it was found that a students' motivational intensity was high, regarding the aspect of motivational intensity stated in Item 1 (e.g., "I make a point of trying to understand all the English I see and hear" [Item 1]). However, for the aspects of motivational intensity stated in Items 2,3,4,5,6,9 and 10 (e.g., "I keep up to date with English by working on it almost every day" [Item 2], "I do not pay much attention to the feedback I receive in my English class" [Item 6], "I cannot be bothered trying to understand the more complex aspects of English" [Item 10]), it was found that students have a slightly high motivation. In addition, regarding the aspects of motivational intensity stated in Items 7



and 8 (e.g., “I put off my English homework as much as possible” [Item 8]), students were found to have a slightly low motivation.

The overall mean score of the motivational intensity subscale items was 3.85 ( $SD = 1.18$ ). As a result, it can be concluded that the level of motivation for motivational intensity subscale in learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was slightly high.

**Desire to learn English.** Table 16 displays the mean scores, standard deviations and the interpretation for desire to learn English subscale from QMMLEFL. In Table 16 below, all negatively worded items (i.e., Items 16, 17, 18, 19 and 20) were reversed coded, in order to standardize the directionality of the interpretation.

Table 16  
*Interpretation of Means and Standard Deviations for Desire to Learn English Subscale Items*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of desire to learn English
11	I have a strong desire to know all aspects of English	4.65	1.16	High
12	If it were up to me, I would spend all of my time learning English	4.02	1.37	Slightly high
13	I want to learn English so well that it will become natural to me	4.90	.91	High
14	I would like to learn as much English as possible	5.10	.83	Very high
15	I wish I were fluent in English	5.38	.79	Very high

(continued)



(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of desire to learn English
16	Knowing English isn't really an important goal in my life	4.25	1.54	Slightly high
17	I sometimes daydream about dropping English	4.06	1.34	Slightly high
18	I'm losing any desire I ever had to know English	4.25	1.42	Slightly high
19	To be honest, I really have no desire to learn English	5.17	1.21	High
20	I haven't any great wish to learn more than the basics of English	4.35	1.44	Slightly high
Overall		4.61	1.22	High

According to the results shown in Table 16, it was found that a students' desire to learn English was very high, regarding the aspect of desire to learn English stated in Item 14 and 15 (e.g., "I wish I were fluent in English" [Item 15]). Besides, for the aspects of desire to learn English stated in Items 11, 13 and 19 (e.g., "I have a strong desire to know all aspects of English" [Item 11], "To be honest, I really have no desire to learn English" [Item 19]), it was found that students have high motivation. However, for the aspects of desire to learn English stated in Items 12, 16, 17, 18 and 20 (e.g., "If it were up to me, I would spend all of my time learning English" [Item 12], "I haven't any great wish to learn more than the basics of English" [Item 20]), students were found to have a slightly high in terms of motivation for learning English.



The overall mean score of the desire to learn English subscale items was 4.61 (*SD* = 1.22). As a result, it can be concluded that the level of motivation for desire to learn English subscale in learning English as a foreign language class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar was high.

**Attitudes toward learning English.** Table 17 displays the mean scores, standard deviations and the interpretation for the attitudes toward learning English subscale from QMMLEFL. In Table 17 below, all negatively worded items (i.e., Items 26, 27, 28, 29 and 30) were reversed coded, in order to standardize the directionality of the interpretation.

Table 17

*Interpretation of Means and Standard Deviations for Attitudes Toward Learning English Subscale Items*

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes toward learning English
21	Learning English is really great	5.62	.53	Very positive
22	I really enjoy learning English	5.17	.64	Positive
23	English is a very important part of the school program	5.47	.83	Positive
24	I plan to learn as much English as possible	5.06	.82	Positive
25	I love learning English	5.19	.77	Positive
26	I hate English	5.62	.87	Very positive
27	I would rather spend my time on subjects other than English	4.15	1.41	Slightly positive

(continued)



(continued)

Item No.	Item statement	<i>M</i>	<i>SD</i>	Interpretation of attitudes toward learning English
28	Learning English is a waste of time	5.28	1.17	Positive
29	I think that learning English is dull	4.96	1.25	Positive
30	When I leave school, I will give up the study of English because I am not interested in it	5.06	1.07	Positive
Overall		5.16	.97	Positive

Based on the results showed in Table 17, it was found that students' attitudes toward learning English was very positive, regarding the aspect of attitudes toward learning English stated in Items 21 and 26 (e.g., "Learning English is really great" [Item 21]). In addition, for the aspects of attitudes toward learning English stated in Items 22, 23, 24, 25, 28, 29 and 30 (e.g., "I really enjoy learning English" [Item 22], "I love learning English" [Item 25], "When I leave school, I will give up the study of English because I am not interested in it" [Item 30]), it was found that students have positive attitudes toward learning English. However, regarding the aspect of the attitudes toward learning English stated in Items 27 (e.g., "I would rather spend my time on subjects other than English" [Item 27]), students were found to have a slightly positive attitude toward learning English.

The overall mean score of the attitude toward learning English subscale items was 5.16 ( $SD = .97$ ). As a result, it can be concluded that the level of the attitude toward learning English subscale in learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was positive.



**Findings from Research Objective 4**

Research Objective 4 was to determine the level of academic achievement in learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. The Intensive English examination score of IEP students was used to address Research Objective 4. To interpret the level of academic achievement, the table of interpretation scale for the Intensive English examination score of IEP was used (see Table 8). According to the interpretation of the score, it was divided into five categories: excellent, very good, good, need improvement and fail.

Table 18 depicts the means and standard deviations of students’ academic achievement in learning EFL in the Intensive English class.

Table 18

*Interpretation of Mean Scores and Standard Deviations for IEP Students’ Intensive English Examination Scores*

Participants	<i>n</i>	Minimum	Maximum	<i>M</i>	<i>SD</i>	Interpretation of academic achievement in English as a foreign language class
IEP students	48	47	89	70.81	3.1	Good

The results in Table 18 shows that IEP students from ILAS, Maijayang, Kachin State, Myanmar, had a good English academic achievement. The overall mean score of IEP students’ English academic achievement was 70.81 (*SD* = 3.1), which could be interpreted as a good academic achievement (see Table 8).

**Findings from Research Objective 5**

Research Objective 5 was to determine if there is a significant relationship of Intensive English Program students’ perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the



Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar. In order to address Research Objective 5, statistical hypothesis testing was carried out using the four variables addressed in this study.

The first step to address this objective was to calculate bivariate correlations between perception of teacher rapport and delivery, motivation for learning EFL and academic achievement of IEP students in ILAS, Maijyang, Kachin State, Myanmar. If bivariate correlations were not significant for any of the independent variables with academic achievement of IEP students, it was deemed appropriate to exclude these variables from further analysis.

Table 19 depicts the bivariate correlations between perception of teacher rapport and delivery, motivation for learning EFL and academic achievement of IEP students in ILAS, Maijyang, Kachin State, Myanmar.

Table 19

*Bivariate Correlations Between Students' Perception of Teacher Rapport and Delivery, Motivation for Learning EFL and Academic Achievement of IEP Students in ILAS, Maijyang, Kachin State, Myanmar*

Variable	1	2	3	4
1. Perception of teacher rapport	-			
2. Perception of teacher delivery	.69* ( $< .001$ )	-		
3. Motivation for learning EFL	.21 (.159)	.28 (.057)	-	
4. Academic achievement	.28 (.053)	.29* (.045)	.50* ( $< .001$ )	-

*Note.* \* denotes a statistically significant relationship (statistical significance level set at  $p = .05$ , two tailed).  $p$ -values appear within parentheses below the correlation coefficients.



The bivariate correlation between IEP students' perception of teacher rapport and academic achievement indicates that the two variables did not have a significant correlation ( $r = .28, p = .053$ ).

The bivariate correlation between IEP students' perception of teacher delivery and academic achievement indicates that the two variables were weakly significantly correlated ( $r = .29, p = .045$ ). The coefficient of determination ( $r^2$ ) for these variables is .09, which indicates that 9% of the variance in IEP students' academic achievement is explained by their perception of teacher delivery.

The bivariate correlation between IEP students' motivation for learning EFL and academic achievement indicates that there was found a moderately strong correlation between the two variables ( $r = .50, p < .001$ ). The coefficient of determination ( $r^2$ ) for these variables is .25, which indicates that 25% of the variance in IEP students' academic achievement is explained by their motivation for learning EFL.

Table 19 indicates that more than one independent variable (teacher delivery and motivation for learning EFL) were significantly correlated with the dependent variable (academic achievement) addressed in this study. Therefore, further calculation of the multiple correlation coefficient was needed in this case.

A significant, moderately strong multiple correlation between the independent variables (teacher delivery, motivation for learning EFL) and the dependent variable (academic achievement) was obtained,  $R = .52, F(2, 45) = 8.39, p = .001$ . The multiple coefficient of determination ( $R^2$ ) for these variables is .27, which indicates that 27% of the variance of IEP students' academic achievement is explained by the combination of their perception of teacher delivery and motivation for learning EFL.



## **CHAPTER V**

### **CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS**

In the previous chapter, the researcher presented findings of this study, a correlational study of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. In this chapter, the researcher presents a summary of this research study including a summary of the study, a summary of the findings, conclusions, discussion, and recommendations for students, teachers, school administrators and future researchers.

#### **Summary of the Study**

The overall purpose of this research was to determine if there was a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. For this purpose, a quantitative correlational research design was used to measure student' perception of teacher rapport and delivery, and motivation for learning English as a foreign language. The total population of this study was comprised of 48 IEP students at ILAS, Maijayang, Kachin State, Myanmar. In order to address the research objectives and hypotheses of this study, the researcher used descriptive statistics (means and standard deviations) and statistical hypothesis testing (correlational analysis using multiple correlation coefficient).



The following were the research objectives guiding this study.

1. To determine the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
2. To determine the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
3. To determine the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
4. To determine the level of academic achievement in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.
5. To determine if there is a significant relationship of Intensive English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

The Students' Perception of Teacher Rapport and Delivery Questionnaire (SPTRDQ) was used to measure the level of students' perception of teacher rapport and delivery, and the Questionnaire for Measuring Motivation for Learning English as a Foreign Language (QMMLEFL) was administered to measure the level of students' motivation for learning EFL. The Intensive English examination score of IEP students was used to measure the level of the students' academic achievement. The data collected from conducting the SPTRDQ and QMMLEFL were analyzed to determine if there was a significant relationship of Intensive



English Program students' perceptions of teacher rapport and delivery, and motivation for learning with academic achievement in the Intensive English class at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.

### **Summary of Findings**

The research findings are presented by objectives as follows.

#### **Research Objective 1**

Regarding this research objective, the following finding was obtained.

- Overall, the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was interpreted as good.

#### **Research Objective 2**

Regarding this research objective, the following finding was obtained.

- Overall, the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was interpreted as good.

#### **Research Objective 3**

Regarding this research objective, the following findings were obtained.

- Overall, the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was interpreted as high.
- Overall, the level of motivational intensity in learning English as a foreign language in the Intensive English class of Intensive English Program students at



the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was interpreted as slightly high.

- Overall, the level of desire to learn English in learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar was interpreted as high.
- Overall, the level of attitude toward learning English in learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar, was interpreted as positive.

#### **Research Objective 4**

Regarding this research objective, the following finding was obtained.

- Overall, the level of IEP students' academic achievement was interpreted as good.

#### **Research Objective 5**

Regarding this research objective, the following findings were obtained.

- It was found that there was no significance relationship between the IEP students' perception of teacher rapport and their academic achievement at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.
- It was found that a significant, moderately strong multiple correlation between the IEP students' perception of teacher delivery, motivation for learning EFL and their academic achievement was obtained at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.
- It was found that 27% of the variance of IEP students' academic achievement is explained by the combination of their perception of teacher delivery and



motivation for learning EFL at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar.

### **Conclusions**

The following conclusions were drawn from the research findings of this study.

#### **Research Objective 1**

The results from addressing Research Objective 1 revealed that the level of perception of teacher rapport in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was good. It means that IEP teachers had a relationship in terms of friendliness, sociability, empathy, accessibility, receptiveness, and attitude in teaching English as a foreign language.

#### **Research Objective 2**

The results from addressing Research Objective 2 revealed that the level of perception of teacher delivery in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was good. It means that IEP teachers in ILAS, Maijayang, Kachin State, Myanmar, have a good competence to deliver knowledge to students. In addition, they were good at implementing different instructional strategies in order to interact with students and help students engage in the learning process.

#### **Research Objective 3**

The results from addressing Research Objective 3 revealed that the level of motivation for learning English as a foreign language in the Intensive English class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar, was high. It means that the students' levels of motivation regarding the combination of motivational intensity, desire to learn English and attitudes toward learning English at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State,



Myanmar, was high. Therefore, it can be concluded that the IEP students were highly stimulated to learn English in specific ways to fulfill the aimed goals.

#### **Research Objective 4**

The results from addressing Research Objective 4 revealed that the level of academic achievement in English as a foreign language class of Intensive English Program students at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar was good. It means that the IEP students demonstrated good understanding of information studied in Intensive English Program (IEP).

#### **Research Objective 5**

The results from addressing Research Objective 5 revealed that there was a significant, moderately strong correlation between the IEP students' perception of teacher delivery, motivation for learning EFL and their EFL academic achievement at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar. It means that there was a moderately strong connection of students' perception of teacher delivery and students' motivation learning EFL with their academic achievement. Also, it was found that 27% of the variance of IEP students' academic achievement is explained by the combination of their perception of teacher delivery and motivation for learning EFL. However, it was also found that the students' perception of teacher rapport had no influence on their EFL academic achievement at the Institute of Liberal Arts and Sciences, Maijyang, Kachin State, Myanmar.



## **Discussion**

This section presents the findings of this research by comparing them with findings from previous studies. It also discusses the analysis for this study from the researcher's point of view and observation.

### **Perception of Teacher Rapport**

According to the findings from this study, the students' perception of teacher rapport was good. This means that the students-teacher relationship at ILAS is in good condition. Yunus et al. (2011) said that the interaction between students and teachers was of major importance for a better relationship through the whole academic year. In researcher's knowledge, the school is a boarding school and the teachers and students stay at the same campus. Therefore, the students and teachers can meet both in the class and outside of the class. Moreover, the school has club activities where both teachers and students have to participate, e.g., music and drama club, art and decorating club, motivating club, agriculture club, IT club, library club, and religious club. At the beginning of the school year, each club is led by one or two teachers, and every student must choose one club to participate for the whole school year. Besides, as a community-based school, when there is community works, students serve for the community service, e.g., collecting trash at the public park, accompanied by the teachers. With a good rapport between teachers and students, the students may get a good confidence and they may overcome the tension and fear they might face in the class (Yunus et al., 2011). These could be the reasons why students and teachers at ILAS, Maijayang, Kachin State, Myanmar, have a good relationship.

### **Perception of Teacher Delivery**

Based on the findings from this study, the students' perception of teacher delivery was good. It means, the IEP teachers were good at delivering content knowledge to students. According to researcher's knowledge, this can be because the teachers from IEP class have



good knowledge in teaching English. The teachers from ILAS are Master and Bachelor degree holders from local universities in related fields, and some teachers have studied abroad in related subjects. Moreover, since all the teachers are from local, they know their students background and basic language problems they have been encountering in the state schools. Therefore, they understand students' need in language learning and implement different instructional strategies with the local context, e.g., when explaining an English proverb or idiom, teacher use easy English or native language to make the students understand the main points. These might be the reasons why students' perception of teacher delivery was good at ILAS, Maijayang, Kachin State, Myanmar.

### **Motivation for Learning English as a Foreign Language**

According to the findings from this study, the overall level of IEP students' motivation for learning EFL was high. Likewise, many previous studies revealed students had high motivation in learning EFL (Contreras & Lynch, 2018; Huang & Lynch, 2019; Lungley & Lynch, 2017; Lwin & Eamoraphan, 2015; Marina, 2018).

The first finding regarding motivation in this study showed that IEP students had slightly high in motivational intensity to learn English. Moreover, another finding from this research revealed that IEP students had a strong desire to learn English until they are fluent in English. Gardner (1985a) stated, a student who wanted to achieve a specific goal is a motivated one. According to Gardner and Lambert (1972), one has a better desire to learn a language for practical or educational purpose and put effort for the higher income or improve one's career position. According to researcher's knowledge, during the school entrance interview session, most of the IEP students answered their reasons of attending IEP class for further studies. Besides, they would like to build their English foundation skills in IEP class, and continue to study advanced English for better job opportunity. Therefore, this might be the reasons why IEP students had strong motivation to learn English.



The third finding regarding motivation in this study indicated that the students had a positive attitude towards learning English. According to researcher's knowledge, IEP students have a good learning environment with small class size which is very different from their previous state school classes which have more than 40 students in one class. Moreover, they have a resourceful library to research for their study. The quality of learning setting could impact on a students' motivation (Gardner, 2005). In addition, the teachers and students from IEP class meet both inside and outside of the class activities such as school clubs, outdoor activities and social service. Therefore, they can build a good relationship and this may impact their motivation to learn. Gardner (2010) stated that the relationship between teachers and learners have a great influence over the learners' attitudes toward language learning. When a good relationship has been created between students and teachers, students become more active and motivated to do well in their learning process (Paterson, 2005).

### **Perception of Teacher Rapport and Academic Achievement**

Based on the findings from this study, there was no significant relationship between Intensive English Program students' perceptions of teacher rapport and academic achievement in English as a foreign language class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. It means relationship of teacher-students relationship does not influence on IEP students' EFL academic achievement.

The findings from this study were contrary with the results of Amadi and Paul (2017), which reported that there was a highly positive relationship between students-teacher communication and their academic achievement. Lee's (2012) findings were also opposed with this study as it indicated that the reading achievement could be significantly predicted by the effect of teacher-student relationship. The findings of Yunus et al. (2001) were not aligned with this study as it reported that a positive relationship between teacher and students can contribute students' motivation to learn and academic achievement. The result of Ma et



al. (2017) was not consistent with this study as it showed that good teacher-student rapport can help students to improve English skills by nurturing their English self-efficacy and application of learning strategy.

However, some studies could not find a significant correlation between student-teacher rapport and academic achievement. The result from this study was aligned with the study of Mohamed, Wok and Mohamed (2018) which investigated the influence of student-teacher rapport on business students' academic achievement, and it did not show a significant correlation between the two variables. Ang (2005) said that young learners are more dependent on teachers when compared to older learners (i.e. college or university students) and the quality of student-teacher rapport become to decrease when students are in higher education. Being older learners and studying in higher education level, IEP students are independent in their learning. Therefore, this might be the reason why IEP students' perceptions of teacher rapport did not impact on their academic achievement.

### **Perception of Teacher Delivery and Academic Achievement**

The findings of this study showed that there was a moderately strong correlation between Intensive English Program students' perceptions of teacher delivery and academic achievement in English as a foreign language class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. It means the quality of teacher delivery had an impact on IEP students' academic achievement. Many previous studies were aligned with this study as they showed there was a relationship between the quality of instruction and academic achievement.

Napoles and Macleod's (2013) findings, which conducted a research on the influence of teacher instruction on student development, were consistent with this study as they reported that there was a slightly positive relationship between the instructional perceptions and students' development. According to Faranda and Clarke (2004), an effective teacher



possesses the ability to encourage students to work in group, give good examples to understand the lessons, use various instructional methods, and correct students' academic requirements in positive ways. Gardner (2010) suggested that the quality of a teacher's personality, behavior and instructional strategies have a strong influence on learners' achievement. Moreover, the findings of Atlay et al. (2019), which investigated the correlation between the quality of teaching in three dimensions: emotional activation, managing classroom and helpful environment, and socioeconomic background of student with student achievement, were also aligned with this study as it indicated that managing classroom was found to be positively related with student achievement.

Fong-Yee's (2013) findings were also aligned with this study, as it showed that the quality of teacher such as emotional ability, content knowledge, knowledge of instruction and learning, licensure, and teaching behaviors in the class could impact on the improvement of student achievement. According to Gardner (2010), a language teacher must have good content knowledge and instructional skills in order to improve students' performance in learning a language. In addition, the findings of Nortvedt et al. (2016) were also consistent with the finding of this study as it reported that there was a positive correlation between the quality of instruction and mathematics and reading achievement.

### **Motivation for Learning EFL and Academic Achievement**

According to the findings from this study, there was a moderately strong correlation between Intensive English Program students' motivation for learning and academic achievement in English as a foreign language class at the Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar. It means students' motivation for learning EFL had an influence on their academic achievement.

There are many previous studies which are aligned with this study (Contreras & Lynch, 2018; Huang & Lynch, 2019; Lungley & Lynch, 2017; Lwin & Eamoraphan, 2015;



Marina, 2018). For example, the research findings of Contreras and Lynch (2018) were also aligned with this study as it resulted that there was a strong relationship between students' motivation for learning English and their English oral skills achievement. The findings of Huang and Lynch (2019) were consistent with this study as it showed that there was a significant correlation between students' motivation for learning Chinese and their Chinese academic achievement. According Gardner (2005), highly motivated students have better chance to achieve better success in language learning process than those of with lowly motivated.

Moreover, this study is aligned with Lungley and Lynch (2017), whose findings indicated that there was a significant relationship between motivation for self-selected reading in English and reading achievement. Lwin and Eamoraphan (2015) did a research on a correlational-comparative study of students' motivation for learning science and their science achievement. As the result showed there was a relationship between students' motivation for learning science and their science achievement, it is consistent with the findings of this research.

Dörnyei (1998) claimed that a student with high motivation are likely to put effort and succeed in their foreign language learning process. In addition, Marina (2018) also carried out a research on relationship of Grades 6-8 students' motivation and parental encouragement for learning EFL with academic achievement and it resulted that there was a significant positive relationship between motivation for learning EFL and their English academic achievement.



## **Recommendations**

Regarding the findings of this study, there are some recommendations for students, teachers, administrators, and for future researchers.

### **Recommendations for Students**

This study showed that among the three motivational subscales, the level of students' motivation for motivational intensity subscale showed as slightly high while the desire to learn English and attitude towards English is found as high. Having desire to learn and good attitude is not sufficient; one must attempt to achieve something he wants. Therefore, students are recommended to put more effort in learning English. In order to have higher motivational intensity students should find their interested field of study. Students should analyze what their goals are for learning English. Some may study English for their future career or some may study English for further study. When students realize their interest and their real goal for studying, they will tend to put effort to achieve it (Gardner, 2005). Moreover, planning the small goals can help students to achieve bigger goals, e.g., setting every day goals, such as, learning five new vocabularies, learning and writing five new sentences, and listening a 5-minute audio dialogue a day (Renard, 2018). Students can also find ways to practice for their English skills, e.g., student who love watching movie can practice listening and speaking by watching recommended English movie without subtitles. By doing so, students will motivate to make effort to learn English.

### **Recommendations for Teachers**

According to the findings of this study, students tend to put off doing homework given by the teachers. Therefore, teachers are recommended to implement homework and assignments that might attract students' attention to perform, e.g., using digital or computer homework activities to make students create a ten-minute life time story video for improving their English language skills (Renard, 2018). Teachers are recommended to use exciting



teaching and learning strategies, and creative learning materials, e.g., using newspaper to analyze the structure of a paragraph, learn new vocabulary and new sentence structures rather than focusing at the textbook, and watching a short cartoon movies or an opera soap, and discussing in group to help students improve speaking and listening (Barnes & Lock, 2013). By using realistic learning materials, students will be motivated to participate in the class activities and improve their achievement at the same time. Besides, teachers should help students find their weakness and strength in learning English by giving face to face discussion time and give feedback and encouragement for their improvement. Also, teacher should support students in finding their passion for learning English so that they will be motivated to fulfill the goal (Gardner, 2010).

In addition, to be an effective teacher, one should be a lifelong learner. Therefore, teachers are recommended to continuously upgrade new teaching skills by observing other teachers' classes, attending workshops and trainings, and joining online classes (Zarrow, 2020).

### **Recommendations for Administrators**

The school administrators should create a school environment where teachers can build a better relationship with their students, e.g., creating school activities such as competitions or more interesting club activities where both teachers and students can participate together. In order to improve students' motivation for learning English, the school administrators are recommended to provide a better environments and opportunities for students to be able to implement the language they have learned (Gardner, 2005). Moreover, the school administrators should provide a supportive environment for teachers with professional development programs regarding subject matters and pedagogy so that they can facilitate students with effective teaching and learning approach. In addition, the school



administrators should build the professional learning community in the school where teachers can learn from their peers by observing and giving feedback one another (Zarrow, 2020).

### **Recommendations for Future Researchers**

Since this research is limited to a correlation of students' perception of teacher rapport and delivery, motivation for learning EFL and students' EFL achievement, future researchers might conduct related field with different subjects such as science, mathematics and so on. According to the findings of this study, it was found that 27% of the variance of IEP students' academic achievement is explained by the combination of their perception of teacher delivery and motivation for learning EFL. Therefore, future researchers can also think of the other factors that might influence the students' academic achievement such as, perception of teacher fairness, knowledge and credibility, organization and preparation (Faranda & Clarke, 2004). Moreover, the school environment, the use of ICT in classroom, different learning strategies, implementing different assessment strategies which can influence the students' academic achievement can also be considered to carry on for the future research.



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## APPENDIX A

Students' Perception of Teacher Rapport and Delivery Questionnaire





EP No. ....

The information you provide on these questionnaires will have no effect on any of your academic works. The collected data will be saved confidentially. Thus, you are requested to answer all of the items honestly.

### Part I: Students' Perception of Teacher Rapport and Delivery Questionnaire

For each item, please tick one box which best matches your feelings.

No.	My English teachers:	Strongly agree	Agree	Slightly agree	No feelings	Slightly disagree	Disagree	Strongly disagree
1.	are friendly							
2.	develop good relationships with students							
3.	share personal experiences							
4.	care about students							
5.	are patient							
6.	listen to students							
7.	have positive attitude in general							
8.	have charisma							
9.	understand the student's English education background							
10.	understand the different student levels							
11.	have a sense of humor							
12.	are enthusiastic about EFL teaching							
13.	give clear explanations							
14.	use good examples							



No.	My English teachers:	Strongly agree	Agree	Slightly agree	No feelings	Slightly disagree	Disagree	Strongly disagree
15.	use a variety of teaching methods							
16.	use Jinghpaw language selectively							
17.	correct writing errors							
18.	correct speaking errors							
19.	teach grammar							
20.	use group work							
21.	encourage student participation in class							
22.	encourage participation of students with low confidence							
23.	talk slowly in English							
24.	use easy words							
25.	ask questions frequently							
26.	ask questions then wait for volunteers to answer							
27.	ask individual students to answer questions							
28.	give students plenty of time to answer questions							



## APPENDIX B

Questionnaire for Measuring Motivation for Learning English as a Foreign Language





## Part II: Questionnaire for Measuring Motivation for Learning English as a Foreign Language

Please answer the following items by ticking one box for each item which best describes how much you agree or disagree with them. There are no right or wrong answers and therefore, please kindly give the best honest answer.

No.	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
1.	I make a point of trying to understand all the English I see and hear.						
2.	I keep up to date with English by working on it almost every day.						
3.	When I have a problem understanding something in English class, I always ask my teacher for help.						
4.	I really work hard to learn English.						
5.	When I am studying English, I ignore distractions and pay attention to my task.						
6.	I do not pay much attention to the feedback I receive in my English class.						



No.	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
7.	I do not bother checking my assignments when I get them back from my English teacher.						
8.	I put off my English homework as much as possible.						
9.	I tend to give up and not pay attention when I do not understand my English teacher's explanation of something.						
10.	I cannot be bothered trying to understand the more complex aspects of English.						
11.	I have a strong desire to know all aspects of English.						
12.	If it were up to me, I would spend all of my time learning English.						
13.	I want to learn English so well that it will become natural to me.						
14.	I would like to learn as much English as possible.						

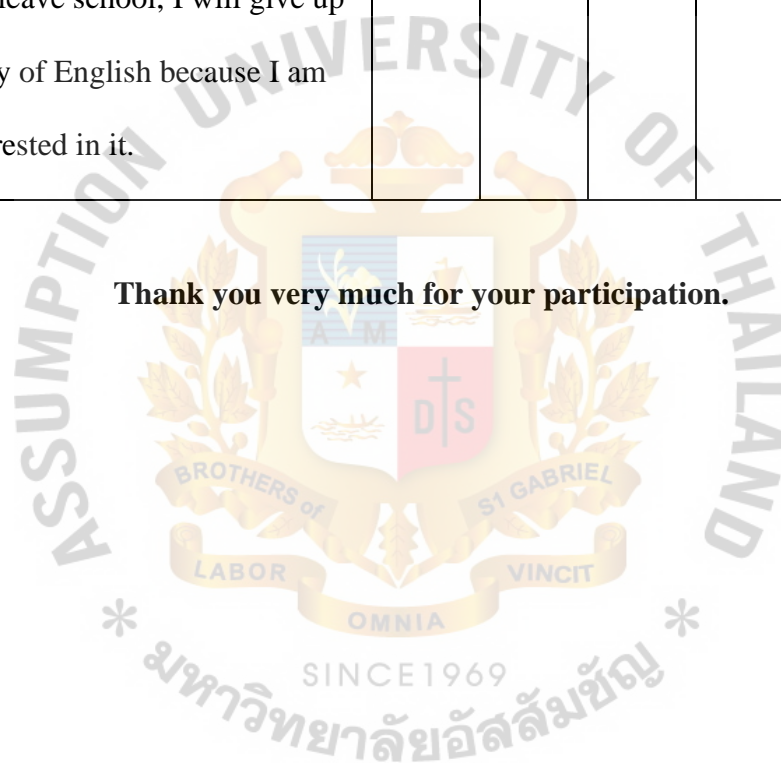


No.	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
15.	I wish I were fluent in English.						
16.	Knowing English isn't really an important goal in my life.						
17.	I sometimes daydream about dropping English.						
18.	I'm losing any desire I ever had to know English.						
19.	To be honest, I really have no desire to learn English.						
20.	I haven't any great wish to learn more than the basics of English.						
21.	Learning English is really great.						
22.	I really enjoy learning English.						
23.	English is a very important part of the school program.						
24.	I plan to learn as much English as possible.						
25.	I love learning English.						
26.	I hate English.						
27.	I would rather spend my time on subjects other than English.						



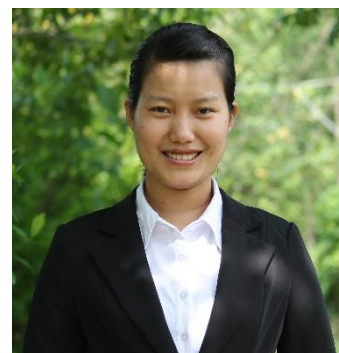
No.	Items	Strongly agree	Moderately agree	Slightly agree	Slightly disagree	Moderately disagree	Strongly disagree
28.	Learning English is a waste of time.						
29.	I think that learning English is dull.						
30.	When I leave school, I will give up the study of English because I am not interested in it.						

**Thank you very much for your participation.**





## BIOGRAPHY



### Personal Information

Name : Sut Ngai Htoi Pan

Nationality : Myanmar (Kachin)

Date of Birth : 7<sup>th</sup> July 1991

Gender : Female

### Education

2020 Master 's Degree in Curriculum and Instruction, Assumption University of Thailand

2014 Master of Art in English, Yadanabon University, Mandalay, Myanmar

2010 Bachelor of Art in English, Yadanabon University, Mandalay, Myanmar

### Training Attended

2016 Teaching Reading and Writing, 8-weeks online Scholarship Program, Arizona University, USA

2015 Educational Management and Teaching Skills (Teacher Roles, Lesson Planning, Teaching Method, Classroom Management, Student Assessment, School Management), Thabyay Education Foundation, Yangon, Myanmar



## Work Experience

- 2016-2018      English Lecturer at Intensive English Program, and Liberal Arts Program at  
Institute of Liberal Arts and Sciences, Maijayang, Kachin State, Myanmar
- 2017-2018      Part time English Lecturer at Maijayang General College, Maijayang, Kachin  
State, Myanmar
- 2014-2016      English Lecturer at Intensive English Program, School of Intensive English  
Program, Maijayang, Kachin State, Myanmar





