A CORRELATIONAL STUDY OF GRADES 10 AND 11 STUDENTS' MOTIVATION

FOR LEARNING ENGLISH AS A FOREIGN LANGUAGE AND PERCEPTION OF

TEACHERS' EFFECTIVENESS WITH SELF-EFFICACY FOR LEARNING

ENGLISH AS A FOREIGN LANGUAGE AT MINGALAR EDUCATION CENTER

PRIVATE HIGH SCHOOL, SANCHAUNG, YANGON, MYANMAR

Phyo Ma Ma Aung

I.D. No. 6229531

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

2021

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MINGALAR EDUCATION CENTER PRIVATE HIGH SCHOOL,

SANCHAUNG, YANGON, MYANMAR

By: PHYO MA MA AUNG

Field of Study: CURRICULUM AND INSTRUCTION

Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

Accepted by the Graduate School of Human Sciences, Assumption University in

Partial Fulfillment of the Requirements for the Master Degree in Education

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ABSTRACT

I.D. No.: 6229531

Key Words: ACADEMIC ACHIEVEMENT, ENGLISH AS A FOREIGN LANGUAGE, MOTIVATION, PERCEPTION OF TEACHERS' EFFECTIVENESS, SELF- EFFICACY, LEARNING ENGLISH AS A FOREIGN LANGUAGE, MINGALAR EDUCATION CENTER PRIVATE HIGH SCHOOL SANCHAUNG, YANGON, MYANMAR

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Thesis Advisor: ASST. PROF. DR. RICHARD LYNCH

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The purpose of this quantitative correlational study was to determine whether there was a significant relationship between Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. A total of 82 Grade 10 and 11 students participated in this study. Related data with motivation, perception toward teachers' effectiveness and self-efficacy in learning language were gathered through administering a survey questionnaire which was adapted from the international version of Gardner's (2004) Attitude/Motivation Test Battery and Questionnaire for English Self-efficacy were considered to measure participants' scales. For

the analysis of the collected data, descriptive statistics, and correlational analysis (using multiple correlation coefficient) was used. The findings of the research indicated that there was a significant, positive, and strong relationship between students' motivation for learning English as a foreign language and their perception toward teachers' effectiveness for learning English as a foreign language with self-efficacy for learning English as a foreign language. Based on the findings, the researcher provides recommendations for teachers, students, school administrators, Ministry of Education (Myanmar) and future researchers.

Field of Study: Curriculum and Instruction   **Student's signature**……………………

Graduate School of Human Sciences   **Advisor's signature** …………………..

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LIST OF ABBREVIATIONS

AMTB   Attitude/Motivation Test Battery

EFL   English as a Foreign Language

MMOE   Myanmar Ministry of Education

NESP   National Education Strategic Plan

NLD   National League for Democracy

QESE   Questionnaire for English Self-Efficacy

SCT   Social Cognitive Theory

INTRODUCTION

This chapter presents the background of the study, the statement of the problem, the research questions with corresponding objectives and research hypothesis. The theoretical framework, the conceptual framework of this study, the scope of the study, followed by the definitions of terms, and concludes with the significance of the study will also include in this chapter.

Background of the Study

The word *motivation* is adopted from the Latin verb *movere* which means to move. Motivation has been defined by various researchers (e.g., Dörnyei, 2001; Gardner, 2010; Pintrich & Schunk, 1996). According to Gardner (2010), motivation is the desire to learn something, the effort and an attitude that strengthens students to achieve their targets or goals. Motivated individuals have a strong desire to attain their goals. Motivation is one of the most powerful factors which affects language learning strategy use (Oxford, 2003). When students can attain some level of accomplishment, they establish self-efficacy (Gardner, 2010).

Students' motivation contributed to an important role in learning English in a foreign language classroom. Motivated individuals display interest in learning activities, are curious about their lessons, and ask questions or try to engage with their teachers and classmates in the class. They exert effort in order to succeed. If an individual is motivated, he/she has reasons for engaging in the relevant activities, attends to the tasks, shows the desire to achieve their learning

goals, and shows enjoyment in the classroom activities (Gardner, 2010). When students are not motivated to learn, they will not be as systematic in their learning efforts. Language classroom environment affects the students' motivation. As well as, the nature of the course, and the curriculum, the characteristics of the teacher, and the behaviors of the students can also affect the motivation and self-efficacy of an individual (Bandura, 1994; Gardner, 2010).

Students' perceptions toward teachers' effectiveness refer to students' views or opinions of teachers' abilities in different aspects that teachers use to help them to learn, which can influence students' learning behavior and academic performance. According to Sanders and Rivers (1996), effective teachers can make significant improvements in student learning. The teachers' classroom behaviors also can affect learner motivation. Early studies of teaching effectiveness state that teachers' actions affect students' motivation in learning. (Lin & González 2019; Nam & González, 2019). Teachers as models are an indirect source of motivation and self-efficacy for the students (Pintrich & Schunk,1996).

Self-efficacy refers to an individual's belief in his/her capabilities to organize and execute the courses of action required to manage prospective situations (Bandura, 1995). Bandura (1995) also mentioned that efficacy beliefs influence how people think, feel, are motivated, and act. Teachers' feedback on an individual's goal progress also raises the individual's self-efficacy (Schunk & Swartz, 1993). Higher self-efficacy sustains motivation and improves learning skills of the students. The higher the students' belief in their efficacy to regulate their motivation and learning activities, the more successful they will be in their language learning (Bandura, 1995).

The researcher believes that students' motivation for learning EFL (English as a foreign language) can lead to better performance of the students and raise their learning efficacy. Bandura (1995) declared that efficacy beliefs play a key role in the self-regulation of motivation. Teachers' planning efforts, how they deliver instruction, and monitor students' performance have an important impact on students' motivation (Pintrich & Schunk, 1996).

Statement of the Problem

The targeted research venue will be at Mingalar Education Center Private High School, which is located in Sanchaung Township, Yangon, Myanmar. In Myanmar, students learn English for at least 10 years, from kindergarten to Grade 11 at schools but still, it is so difficult for them to practice the English language they learned in school (Siphora & Lynch, 2019). Despite their familiarity with learning English, most students show a high level of anxiety and do not have the confidence to use English in public or in their daily lives (Phyu, 2017). Accordin to Schunk (1991), students with low self-efficacy try to avoid tasks that they are not confident in performing.

This researcher contacted the principal of the target school and did an interview through a video call. The researcher asked him about the problems in the target school and target class. The principal told the researcher that the students from the target class sometimes do not show interest in the language classroom activities and the students are incurious about the lessons or asking any questions.

Since the target school is private high school, the school provide extracurricular English language courses. The researcher also did a phone call to the teacher who is currently teaching English at the target class, and the teacher said that the students from the target class have seems to enjoy their extracurricular English class, also displays desire to learn the language and attend that course and have curiosity in the lesson activities. The students also follow their teachers' instruction in the lesson, seem to believe in their teacher and trust their teacher. On the other hand, the students are having a lack of confidence in speaking or using English in class.

The study by Pajares and Usher (2008) found that the way students think and behave is affected by the environment of the students, especially the teachers. It seems that students have positive opinions toward their language teachers' abilities in different aspects that use to improve students' learning motivation in the classroom.

According to Bandura (1986), self-efficacy means belief in one's capabilities to organize and execute the courses of action required to manage prospective situations. The researcher was able to observe that the students from the target class feel shy to use the English language in their daily life. The principal of the target school explained that the students from the target class are not confident in using English in front of people. For these reasons, the researcher feels that students' self-efficacy for learning English as a foreign language might be one of the reasons for this behavior.

For the reasons mentioned above, this researcher has decided to conduct a study to investigate students' motivation toward learning English, students' perception toward teachers' effectiveness in teaching English as a foreign language, and students' self-efficacy toward learning English in Grade 10 and 11 at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Questions

The following research questions have been developed to guide this study.

1. What is the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar?

2. What is the level of Grades 10 and 11 students' perception of teachers' effectiveness in learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar?

3. What is the level of Grades10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar?

4. Is there a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar?

Research Objectives

The following were the specific research objectives addressed in this study.

1. To determine the level of Grades 10 and 11students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

2. To determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

3. To determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

4. To determine whether there is a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Hypothesis

The following is the research hypothesis formulated for this study.

There is a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, at a significance level of .05.

Theoretical Framework

In this study the researcher used two theories to examine the variables of this research study. The socio-educational model of second language acquisition theory by Gardner (2010) was employed in this study to explain, measure, and analyze the motivation for learning EFL and the perception of teachers' effectiveness in teaching EFL of the Grade 10 and 11 students. For self-efficacy, the self-efficacy component of social cognitive theory by Bandura (1986) was used. The researcher was also used those theories to examine, whether there is a significant relationship between motivation, students' perception toward teacher effectiveness, and self-efficacy for learning English.

Socio-Educational Model of Second Language Acquisition (Gardner, 2010)

Gardner's socio-educational model is based on the studies developed by Lambert's social-psychological model (Gardner, 2010). Highly motivated students do better than those who have lower levels of motivation because of their desire to achieve their learning goals (Gardner, 2005). Second/ Foreign language learning motivation is the major focus of this theory. In the socio-educational model of second/foreign language acquisition, there are three components to assess motivation; the desire to learn English as a second/foreign

language, attitude toward learning English as a second/foreign language, and motivational

intensity to learn English as a second/foreign language (Gardner, 2010). In the socio-

educational model, Gardner also identifies that the educational context also plays a role in

the second/foreign language learning classroom. The key figure of students' education life

is the teachers (Mercer & Dörnyei, 2020). This means that an effective teacher can help

individuals develop their learning performance and behavior through effective teaching and

motivate students to achieve specific learning goals. Teachers have the capability to help

the students to achieve their target goals by preparing supportive lessons and classroom

environments, which can not only help the students concentrate well in the classroom but

also can help build a good relationship in the classroom (Mercer & Dörnyei, 2020).

Self-Efficacy Theory (Bandura, 1994)

     In this study, the theory of self-efficacy in learning English as a foreign language is based

on Bandura's (1994) social cognitive theory and is used to determine the students' self-efficacy in

learning EFL. Self-efficacy is an individual's belief in their ability to achieve their goals.

According to Bandura (1994), self-efficacy beliefs determined how students think, feel, motivate

themselves, and how they behave in their language learning class. Students with high assurance

in themselves and what they can do are willing to do or challenge themselves to do more difficult

tasks in their lessons. Students' motivation level, their affective states, and actions are based more

on what they believe than what is the actual situation (Bandura, 1995). Based on the social

cognitive theory by Bandura (1995), Wang (2004) examined a study to measure English

language learners' self-efficacy for studying English as a foreign language. In Wang (2004)'s

dissertation paper, he developed a questionnaire scale named Questionnaire of English Self-

Efficacy (QESE). This scale is created to measure English learning students' self-efficacy belief

in 32 items.

<p style="text-align:center;">**Conceptual Framework**</p>

This study is a correlational research study that aims to measure the relationships among students' motivation for learning English as a foreign language, perception toward teachers' effectiveness, and self-efficacy for learning English as a foreign language. Figure 1 presents the conceptual framework of this research study.

Figure 1

Conceptual framework of this study.
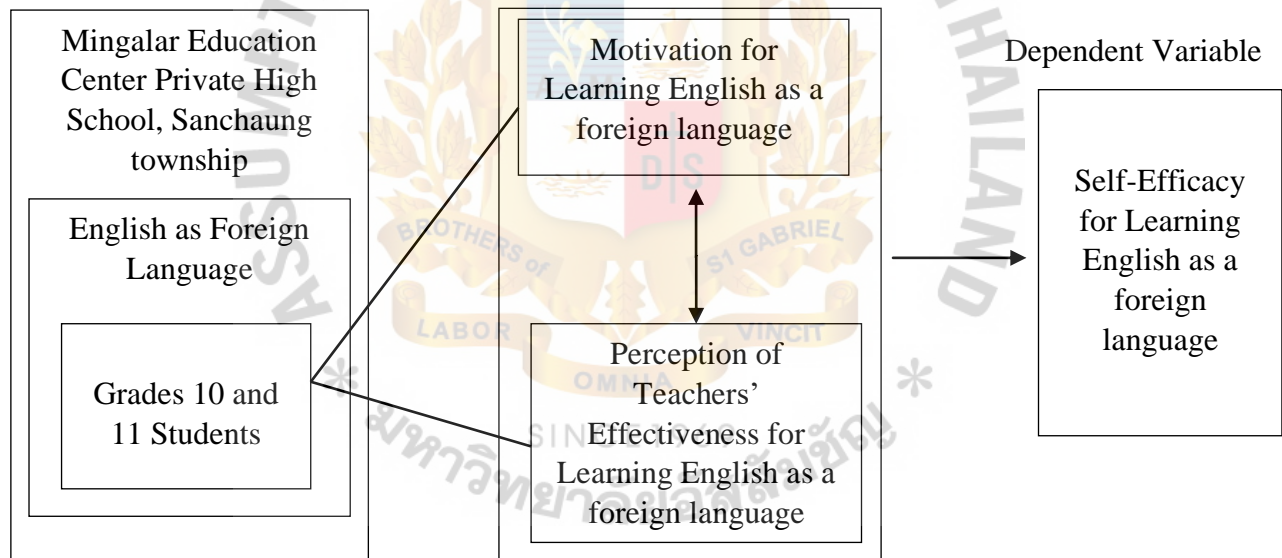
<p style="text-align:center;">**Scope of the Study**</p>

The population of this study was 25 Grade 10 students and 60 Grade 11 students from the Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar. The range of this research was limited to looking into the levels of students' motivation for learning

English as a foreign language, students' perception toward their teachers' effectiveness in teaching English as a foreign language, and self-efficacy for learning English as a foreign language of the Grades 10 and 11 students from Mingalar Education Center Private School, Sanchaung, Yangon, Myanmar.

Although there are many different theories on motivation, in this research, the theoretical scope is based on Gardner's (2010) socio-educational model of second language acquisition theory. The researcher also used Gardner's (2010) socio-educational model of second language acquisition theory on the students' perceptions of teacher effectiveness in learning English as a Foreign Language (EFL) and for self-efficacy in learning English as a Foreign Language (EFL) the researcher used self-efficacy theory by Bandura (1986).

The researcher used a questionnaire to collect data from Grade 10 and 11 students from the target school. A 7-point Likert scale will be used to measure motivation levels in learning English as a foreign language and their perception of teachers' effectiveness for learning English as a foreign language and self-efficacy level will be measure by using 7 points Likert-type scale. This research used the Students' Motivation, Perception of Teacher Effectiveness, and Self-Efficacy for Learning English as a Foreign Language Questionnaire, which is comprised of 72 items, to measure and analyze the variables of this research. The survey questionnaire consists of three parts. Part I consists of 30 items which measured the students' motivation in learning EFL adapted from Gardner's (2004) International Attitude/Motivational Test Battery (Gardner, 2010). Part II consist of 10 items which is used to measure students' perception of teachers' effectiveness in teaching English also adapted from AMTB by Gardner (2010). Part III consists of 32 items which measured and examined the self-efficacy for learning EFL, and the researcher used Questionnaire for English Self-Efficacy (QESE) by Wang et al. (2014).

Definitions of Terms

The following are the definitions of terms describing the specific meaning of the terms related to this study.

English as a Foreign Language

This refers to the English language from countries that is not a common English-speaking country or countries where English is not acknowledged as an official language.

Grades 10 and 11 Students

This refers to Grades 10 and 11 students who are enrolled for the academic year 2020-2021 at Mingalar Education Center Private School, Sanchaung Township, Yangon, Myanmar.

Mingalar Education Center Private High School

Mingalar Education Center Private High School is one of the private high schools, which is located in Sanchaung Township, Yangon, Myanmar.

Self-Efficacy for Learning English as a Foreign Language

This refers to an individual's belief of confidence in his/her capabilities to organize and execute the courses of action required to manage the prospective situation and their capability to use the four macro skills of English as a foreign language (listening, speaking, reading and writing) in their daily life. This examined by the item 41-72 of the Students' Motivation, Perception of Teacher Effectiveness, and Self-Efficacy for Learning English as a Foreign Language Questionnaire.

Student Motivation for Learning English as a Foreign Language

This refers to an individual's desire or willingness and effort that the students are using in attaining their goals in learning English as a foreign language. According to Gardner (2010), this scale is comprised of three subscales known as motivational intensity, desire to learn language and attitude toward learning language.

Motivational Intensity

This refers to the amount of effort that the individual used in language learning classroom to achieve their target goals and is also known as one of the main components in motivation. The positively worded questionnaires examined by Items 1, 7, 13, 19, 25 and the negatively worded questionnaires will be examined by Items 4, 10, 16, 22, 28.

Desire to Learn English

This refers to how strongly the individuals want to learn the language in order to achieve their target goals. The positively worded questionnaires were examined by Items 2, 8, 14, 20, 26 and the negatively worded questionnaires will be examined by Items 5, 11, 17, 23, 29.

Attitude Toward Learning English

This refers to how the individuals are happy or enjoy their language learning classroom to achieve their target goals. The positively worded questionnaires were examined by Items 3, 9, 15, 21, 27 and the negatively worded questionnaires will be examined by Items 6, 12, 18, 24, 30.

Students' Perception of Teachers' Effectiveness for Learning English as a Foreign Language

This refers to the views or opinions of students on teachers' abilities in different aspects that teachers use to improve students' learning motivation in the classroom, which can influence students' learning behavior and academic performance. This term also refers to how the

students perceived their teachers in the language learning classroom in order to achieve their target goals. This was examined by five positively worded Items 31, 33, 35, 37, 39 and five negatively worded Items 32, 34, 36, 38, 40.

Significance of the Study

The findings of this research will be beneficial not only for the school administrators and for the students but also the teachers and future researchers. In this study, the researcher will be focused on the level of students' motivation toward learning English as a foreign language, students' perception toward teachers' effectiveness, and students' self-efficacy toward learning English as a foreign language and their relationship with each other.

This study will benefit firstly for the teachers, this study will help them to be aware of how the students evaluate the teachers, students' motivation, and self-efficacy. Moreover, this research would help the teachers to understand the importance of the relationships among their motivation, students' motivation, and student self-efficacy for learning and reflect themselves and improve the learning and teaching process.

For students, by being involved in this study, students can understand more about the relationship between their motivation and self-efficacy and have an idea of how to promote them. Moreover, this study would help them to re-consider about their motivation and self-efficacy in learning English as a foreign language.

For the school administrators of the target high school since they are the people who manage the school and supervise all the teachers. This study can help them to evaluate their understanding of motivation and the difficulties that the teachers are facing in changing times. So that they can create a better environment and support teachers in order to promote the level of teachers' motivation and students' motivation and students' self-efficacy.

For future researchers, this research study results can be useful as references to continue their study in conducting about students' motivation toward learning English, students' perception toward teachers' effectiveness in teaching, and students' self-efficacy toward learning English.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

In the previous chapter, the researcher presented the purpose and importance of the study. In this chapter, the researcher presents the review of related literature which is divided into four parts. In the first part, the history of Myanmar education including the current Education system in Myanmar as well as English as a foreign language (EFL) in Myanmar will be reviewed. In the second part, the socio-educational model of second language acquisition by Gardner (1985a) including motivation for learning a second/ foreign language, perception toward teachers' effectiveness in learning second/ foreign language, and attitude/motivation test battery will be reviewed. In the third part, social cognitive theory (SCT) including triadic reciprocal determinism, modeling, and the self-efficacy theory will be reviewed. Background information of the target school, Mingalar Education Center, will be presented in the last part.

History of Myanmar Education

The Union of the Republic of Myanmar formerly known as Burma is located in Southeast Asia. Myanmar is bordered by five other countries, India in the Northwest, Bangladesh in the West, China in the North and Northeast, Laos in the East, and Thailand in the South East (UNICEF, 2013). The country's coastlines are along the Andaman Sea and the Bay of Bengal. Myanmar is comprised of seven states and seven divisions (UNICEF, 2013). Myanmar is a culturally rich country that includes eight major national ethnic groups with over 135 ethnic subgroups and every ethnic group which have their own unique culture and traditions (Hayden & Martin, 2011). According to UNESCO (2014), the eight major national ethnic groups are Kachin,

Kayah, Kayin, Chin, Bamar, Mon, Rakhine, and Shan. In different places of the country, the people in Myanmar speak over 100 different dialects and languages. Out of the many ethnic groups, the majority ethnic group of the country is called "Burman" or "Bamar" (UNESCO, 2014). In most parts of the country, people speak the majority group's language "Burmese," which is also the national language of the country. In all the schools around the country, the students need to study in the National language, Burmese language. Schools in Myanmar follow a set of curricula designed by the education minister of Myanmar.

The capital city of Myanmar is Nay Pyi Daw. The second-largest city is Mandalay which is also the last royal capital of the country (Dobermann, 2016). The largest city of the country is Yangon which is located in the southern part of the country and recognized as the most developed city in the country (Dobermann, 2016).

Myanmar is profoundly a Buddhist country as 87.9% of the population in the country is Buddhist (Ministry of Immigration and Population, 2015). Given this, Buddhism plays a huge role in the culture and tradition of the country. Buddhist temples, monasteries, and pagodas are found in most parts of the country. On the other hand, 6.2% of the country's population are Christian, 4.3% are Islam and 0.5% of them are Hindu (Ministry of Immigration and Population, 2015). In the Buddhist culture, as the Buddha, himself has been the teacher, the teachers in Myanmar are also regarded as one of the *Five Gems*. The Five Gems are Buddha, Dharma, Sangha, the parents, and the teachers. So, the teachers are considered with equal importance as the Buddha (Tin, 2008). In the ancient time of Myanmar, monasteries and temples were considered as schools, and the monks were the teachers (Hays, 2014b). According to Hays (2014b), boys were educated in monasteries while girls were not allowed to go to the temples and study, so the girls needed to study at home. There were also very famous Buddhist Monk poets like Shin Maha Sīlavaṃsa and Shin Maha Raṭṭhasāra.

During King MinDon's era (1853- 1887), modern education in Myanmar began by building schools for the Anglican missionary (Hays, 2014b). In 1824, the first Anglo-Burma war began, in 1852, the second Anglo-Burma War began, in 1885 the third Anglo-Burma war began, and the British empire slowly came into the country (Klein, 1988). On 1st January 1886, the last Royal King ThiBaw, and Queen Supyalat were forced to leave the country and Burma was seized as a province of British India (Klein, 1988). In the 1950s, Burma became one of the richest countries in Asia with a high literacy rate (Hays, 2014a).

Myanmar was colonized by the British and Japan, on the other hand, on 1948 January 4, they got their independence back (Klein, 1988). During the British colonized era, there was a fundamental change in the education system from Buddhist religious education to the western education system (Aung, 2014). During the British Colonized period, there were three types of schools, 2 upper-tired schools for the higher-ranking people, which were only taught in English, and the school that taught entirely in the Burmese language were in the majority and for the lower-level people (Lall, 2008). Moreover, during that era, many Christian missionary schools were established in the major cities of the country, such as Yangon and Mandalay (Hays, 2014a). During the colorized era, the country was using English as a second language, besides, after the independence, the Burmese language became the language composer and the English language was used continuously (Fen, 2015).

Even after the British empire, the level of Myanmar education system has been highest literacy rate in Asia and other Asian countries see Myanmar as an example (Lall, 2008). In 1978, Rangoon College (now known as the University of Yangon) was established under British ruled (University of Yangon, 2021). General Aung San, a famous Burmese leader, who is also the leader of Myanmar Independence, also studied at Rangoon College.

On 18 September 1988, the military government took the power of the country (Fen, 2005). Due to the coup by the military, the democratic uprising took place all over the nations

and the students protested for democracy under the leadership of Daw Aung San Su Kyi. The uprising hoped for the next changes to bring a better democratic education system in the country. As most of the protesters were students, all the schools and universities in Myanmar were closed for around 2 years (Hays, 2014b). In the year 2000, the universities and colleges reopened, on the other hand, the government relocated most of the university campuses far away from the urban areas (Lall, 2008).

As a result of the military government rule for nearly five decades, Myanmar is now one of the world's poorest countries and its education system has been left behind (Win, 2015). In 2010, after 20 years of military rule, the first democratic election was held where Myanmar's system of government saw a big change (Selth, 2020). Selth (2020) also mentioned that in 2010, the government released most of the political prisoners, including Daw Aung San Suu Kyi, and major economic reformations were made. In March 2011, the new government was founded and one of the first things that the new government reformed was the education system in Myanmar (UNESCO, 2014). When Aung San Suu Kyi and the NLD (National League for Democracy) government took over in 2016, there were major changes all over the country (Selth, 2020). Myanmar's government had to put effort to strengthen the education system by implementing long and short terms plans (Soe, 2017).

Education System in Myanmar

The education system of Myanmar is based on United Kingdom's education system (Hays, 2014b). Currently, Myanmar is undergoing the transformation from a military dictatorship to democracy society with one of the major focuses on the education system. Soe (2017) stated that the Ministry of Education (MoE) is the main supporter and provider of education around the country. The Myanmar education system is divided into two categories, basic education, and higher education (Fen, 2005). Under the Myanmar ministry of education (MoE), there are seven

departments, on the other hand, in this research, will only focus on the "Basic Department of Myanmar education." Basic Education consists of 5 years of primary education,4 years of lower secondary, and 2 years of upper secondary education (Hayden & Martin, 2013). There are currently 47,363 basic education schools in Myanmar with 9.26 million students (Minister of education, 2016).

No fail policy is carried out through the basic school years. High school students choose that option from arts and science before applying for high school (Hays, 2014b). On the other hand, the students of Grade 10 is a foundation class of Grade 11 and students who are attending Garde 10 are also preparing for their matriculation examination. As for Grade 11students, they need to take the matriculation examination, which determines whether the student's eligibility criteria for university enrollment (Siphora and Lynch, 2019). So, the result from this exam is important for the students because their future (the students can attend their target university or not) depends on that exam result. As Siphora and Lynch (2019) stated, in the matriculation examination taken by the students in Myanmar, one of the subjects that perform poorly is English.

UNESCO (United Nations Educational, Scientific and Cultural Organization; 2014) stated that one of the major challenges of the country is poverty. In terms of quality, equality, and efficiency, public schools from Myanmar are extremely poor (Lwin, 2007). The dropout rates from the schools are so high. The children from the rural areas and children from the poor families from the urban areas have little chance to attend schools due to their economic problems (Lwin, 2007). Money and influence are required to have good exam results and corruption is one of the very common problems in the Myanmar education system (Hays, 2014b).

In Myanmar, many of the teachers teach students without any specialization in the subject they are going to teach or classroom management. Textbook-based teaching is not only used in the classrooms for teaching but also for the assessment of the students (Soe, 2017). Lwin

(2000) stated that school classrooms in Myanmar were also set up in traditional style, have a seating plan for the students which face the teacher and blackboard. Lwin (2007) stated that classroom from Myanmar is usually the big size and in some of the classrooms with the population of nearly 80 students in one classroom. In Myanmar, the teachers are not trained properly, the workloads of the teachers are also a lot and are low paid (Mang & González, 2019). Mang and González (2019) also stated that the classroom materials needed for the lessons are poorly supported. In December 2011, the private school registration law was established. According to the Ministry of Education Myanmar (2016), there are 483 private schools with 107,453 students. There are also 3,513 upper secondary schools with 873,832 students (Ministry of education Myanmar, 2016).

In the year 2015, Myanmar election for the government and National League for Democracy (NLD) led by Daw Aung San Suu Kyi won in many areas of the country (Selth, 2020). When the new government came up, they implemented National Education Strategic Plan (NESP, 2016- 2021) in order to make more improvements in Myanmar's education system. In 2016, the Myanmar Ministry of education proposed the National Education Strategic Plan (NESP) from 2016 to 2021 with nine transformation shifts and goals (Ministry of Education Myanmar, 2016). NESP is a plan developed in order to improve the Myanmar education system by revising the curriculum, training the teachers, tertiary education, applying the 21st-century skills in the curriculum, and so on (Ministry of Education Myanmar, 2016).

English as a Foreign Language in Myanmar

In the Myanmar education system, English is the only foreign language that is taught as a compulsory language (Alexander & González, 2020; Fen, 2005). Since the British colonial era, English has been the most popular foreign language in Myanmar. English as a foreign language is taught as a mandatory subject from the kindergarten to university levels (Fen, 2005). As Tin

(2014) stated, Myanmar was once under the British Empire, they imposed their language as an official language in the areas of administration and education. However, the status of English was lost after the country gained independence in 1948.

In 1962, the Myanmar military, which was led by General Ne Win, seized the state power of the country. As a result of that coup by the military, all the schools and education systems were nationalized. The missionary schools were forced to shut down and all schools were mandated to teach only Burmese. In 1997, Myanmar became part of the Association of Southeast Asian Nations (ASEAN). Kirkpatrick (2012) stated that English is using as a working language in ASEAN.

Paw (2015) stated that since 1981, English as a foreign language has been taught as a compulsory subject in Myanmar schools. The schools focus primarily on reading and writing skills rather than oral skills. Teaching English grammar in a test-oriented environment is one of the characteristics of EFL teaching in Myanmar (Mang & González, 2019). According to the researcher's experiences in EFL classes in Myanmar, English is not taught as a language of communication manner but rather with a focus on grammar. Consequently, English classes do not motivate students to learn the language for communication. Paw (2015) stated that Myanmar students learn English for 11 years, but many of them still face challenges when communicating in English with other people.

The quality of education is highly dependent on the quality of the teachers (Lwin, 2007). The teachers should know the differences between the students and also know each student has their own interests and own target goals. In Myanmar, English has been taught by non-native English-speaking teachers and over 60% of English teachers have never attended English teaching training programs (Sein, 2015). Sein (2015) also stated that most of the English language teachers from Myanmar translate the English words and sentences into Burmese on the board and ask the students to copy to their notebooks and memorize the content from the

textbooks. Phyu (2005) mentioned that students have difficulties in speaking English in public even after they graduate from the universities. In Myanmar, the lessons that students learned from the schools were useless when they need to speak in public (Phyu, 2005).

In 2010, there was political reform attracted, and many international companies came into the country. Consequently, learning English became of great interest to the students and as it would be necessities in order to work in those foreign companies. During the NLD (National League for Democracy) government, they set a new education policy in which starting from kindergarten level, students were required to learn English as a foreign language (Kirkpatrick, 2017).

The foreign companies across the country provided better job opportunities to the youth and which motivated the students to learn English (Tin, 2014). Students also started learning English at the language centers or private language institutions outside of the schools. In Myanmar's education, political and social fields, English began to play an important role (Siphora & Lynch, 2019).

Socio-Educational Model of Second Language Acquisition

The socio-educational model was designed to examine the language learning situation and to investigate in the context of second/foreign language learning (Gardner, 2006). Gardner (2010) has stated that one of the focuses of the socio-educational model is to prove that learning the second/foreign language is different from learning other subjects at the school. The socio-educational model is a very useful model to examine the role of attitude and motivation in second/foreign language learning (Gardner, 1985b). Moreover, the model is also focused on the individuals' different characteristics, motivations, and relationships with their language achievement (MacIntyre & Gardner, 1989).

In 1959, the socio-educational model was originally created by Gardner for three studies in his master's thesis which is conducted in three parts of the United States of America: Maine, Louisiana, and Connecticut (Gardner, 2009). Ever since the model was created, it has been adjusted many times for improvement (Gardner, 2009). In 1959, Gardner and Lambert further developed the theory and proposed that second/foreign language achievement was related not only to learning motivation but also to the aptitude of the learning (Tremblay & Gardner, 1995). The model was revised many times with minor changes, but the major concerns of the theory have not changed. Gardner and Lambert (1959) stated that an individual's reason to learn a second/foreign language has a relation with his/her motivation to learn it, attitude toward that language, and achievement in that class. In 1963, the model was extended and formalized in theoretical form and once again proposed by Lambert (Gardner, 1988). The development of the model was fixed by Lambert's model which is mainly focused on the second/foreign language learning achievement (Gardner, 2006). The purpose of Lambart and Gardner's study was to investigate the differences between successful and unsuccessful students of second/foreign language (Gardner, 1960). In 1975, Gardner and Smythe proposed the socio-educational model again and explained the different variables in an individual's second/foreign language learning motivation (Gardner, 1988). Gardner (1985b) has discussed the development of the motivation theory and theoretical model. Figure 2 presents the fundamental model that was presented by Gardner in 2005 in the article called "Integrative Motivation and Second Language Acquisition."

Figure 2

The fundamental model of socio-educational model
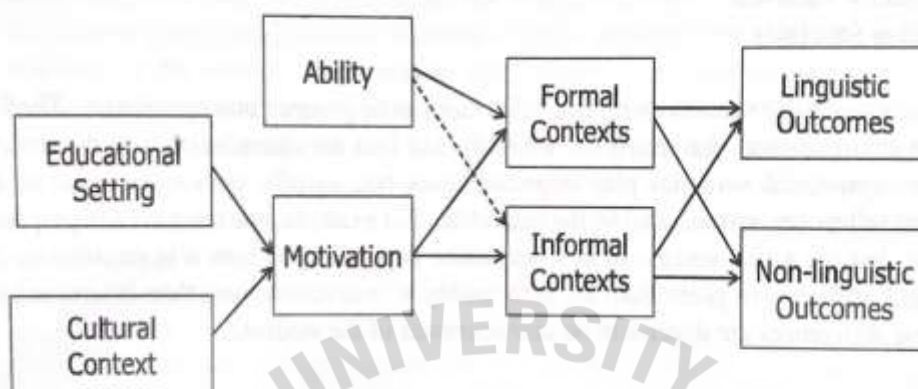
Note. Integrative Motivation and Second Language Acquisition. By R.C. Gardner, 2005, p.5. Retrieved from http://publish. uwo. ca/~ gardner/docs/caaltalk5final. pdf

As shown in the figure above, there are two individual different variables (educational setting and cultural context) that are mainly involved in the motivation for second/foreign language learning. The education context refers to any aspects of education or learning environment that play a role in motivating the individual in a language learning situation (Gardner, 2009). Cultural context refers to any aspects which are not relevant to education or learning environment (Gardner, 2007). Psychologists have stated that the achievement of language learning has a high relation with two variables from the model: ability and motivation (Bandura, 1986; Gardner, 2000).

The model proposed that the students with the higher-level ability have more chance to achieve their goals than the students with a lower level of ability (Gardner, 2005). On the other hand, the students with a higher level of motivation are willing to learn and put in the effort so they also have more chances to achieve their goals than students with a low level of motivation. Gardner (2005) also noted that the two variables: ability and motivation are relatively

independent of each other. For example, some individuals with high motivation can have the high or low ability. On the other hand, Gardner (1980) has mentioned that even individuals with remarkable ability, if they have a low level of motivation, cannot accomplish long-term goals.

As shown in Figure 2, in the model, both of the main variables, ability, and motivation are involved in both formal and informal contexts in second/foreign language learning (Gardner, 2005). The formal context in second/foreign language learning refers to every condition within which the learning occurs (e.g., in the language classroom, from the internet). The informal context refers to other conditions within which the students can use the language that they learn and experience (for example, talking with strangers, ordering food at restaurants, listening to the radio). Moreover, as can be seen in figure 2, motivation is more involved in informal contexts than ability. In the informal context, the level of motivation is more relevant in regulating whether the individual will take part in informal learning or not (Gardner, 2010).

Gardner's socio-educational model is a general learning model that organizes motivation as a keystone (Gardner, 1988). Gardner (2005) noted that the socio-educational model is mainly concerned with motivation in second/foreign language learning and factors that support it. The construct of motivation is regarded as one of the fundamental factors (Dörnyei, 1994). Gardner (1988) has stated that motivation is the process that involves various affective processes.

In 2010, Gardner stated that the socio-educational model explains the way and constructs that integrativeness, attitudes toward learning situations, motivation, language anxiety, and instrumentality, affect the achievement of second or foreign language learners. The constructs are integrating each other for successful mastery of the second/foreign language (Gardner, 2006). Gardner (2010) also stated that the model helps to assess motivation in terms of three components; motivational intensity, desire to learn English, and attitude toward learning English. One of the main variables of the model is motivation and the other scales which are supporting

motivation. If an individual is motivated, he or she must show her enjoyment and enthusiasm in learning the second/foreign language, be willing to take challenges, and try hard in order to achieve her target goals. Moreover, the quality of the teachers, instructions, curriculum, and learning setting also have an impact on the individual's motivation. Figure 3 presents Gardener's socio-educational model of second language acquisition (Gardner, 2005).

Figure 3

The Socio-Educational Model of Second Language Acquisition
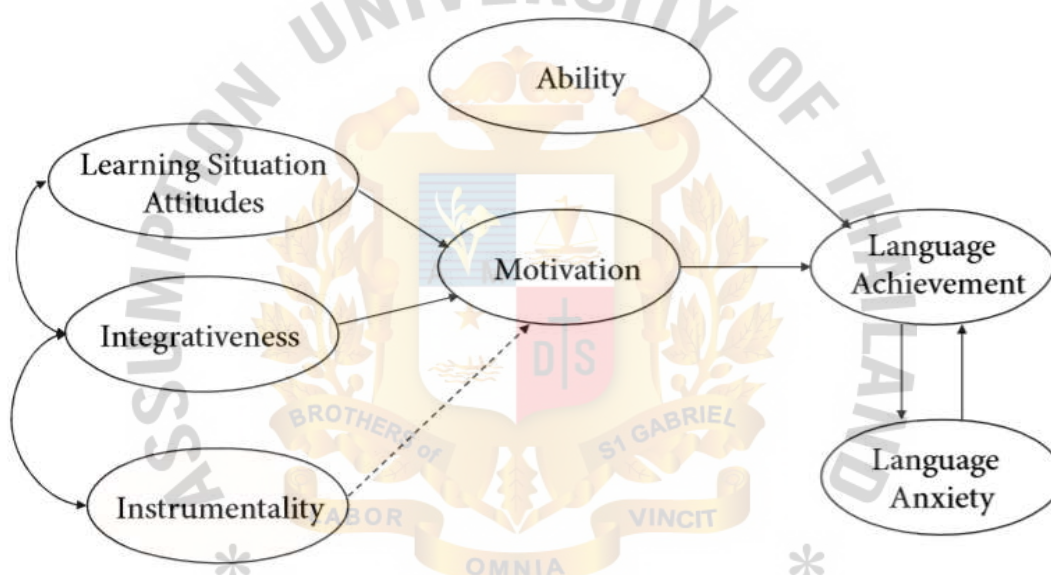
Note. Adapted from "Integrative Motivation and Second Language Acquisition", by R.C. Gardner, 2005, p.6.

In the socio-educational model diagram, it is also shown that the three variables, learning situation attitudes, integrativeness, and instrumentality are linked with resonance arrows are shown as they are correlated, and which means that the variables are interacting and depending on each other. Those two variables are also supporting motivation while motivation and ability are seen to have a direct relation with language achievement. As shown in Figure 3, the language achievement of an individual is based on ability and motivation which means an individual with

a high level of motivation and high ability has more chance of getting a high level of achievement. In the model, it is also shown that there is a resonance arrow between language achievement and language anxiety. In conclusion, an individual with a high level of both ability and motivation will have more chances to be successful in order to get their target goals or high achievement in second/foreign language learning. Gardner (2001) noted that motivation in second/foreign language learning refers to the deriving forces in the learning situation. The individual might be motivated by finding a new vocabulary for familiar stimulation (Gardner, 1960).

Motivation in Second/Foreign Language Learning

In the process of second/ foreign language learning, motivation plays a role in many different ways (Gardner, 2000). Lai (2013) stated that motivation is also known as a component element in second/foreign language learning. Motivation to learn a second/foreign language is not a simple construct; moreover, it cannot be measured by only one scale (Gardner, 2007)., *Motivation* has been extensively acknowledged by teachers and researchers as one of the fundamental factors that influence the failures and successes of second/foreign language learning (Dörnyei, 1998). If the individual has motivation in second/foreign language learning, they will set target goals, try harder, be willing to accept challenges, and put more effort into achieving their learning goals.

Nowadays, it is very common for an individual to learn to speak more than one language (Gardner, 2001). Second language acquisition or foreign language acquisition takes place all over the world. Many individuals live in places and cultures which historically have been using more than one language (Gardner, 2005). Some individuals are the children of immigrants or live in other countries where different languages are used in their everyday lives (Gardner, 2001). This research study will take place in Myanmar, which has more than 100 spoken dialects within a

variety of different cultures (Hayden & Martin, 2011). Some individuals grow up speaking more than one language while some do not. Masgoret and Gardner (2003) stated that an individual's second/foreign language acquisition can be affected by their environment and culture. Moreover, it is also dependent on the opportunities of an individual to hear, see and use that second/foreign language in their acquisition process (Gardner, 2001). In conclusion, there are many different situations in which second/foreign language learning takes place.

In 2001, Gardner published an article entitled "Integrative Motivation: Past, Present, and Future," which stated the past, present, and future conditions of students that are influencing the motivation of second/foreign language learning (Gardner, 2001). The past refers to the students' backgrounds, their family, and the culture or the students' history that cannot be ignored. The present refers to the students' experiences in the language classroom. The future refers to what the students are going to do with the language that they learn in the classroom. If the students use what they have learned, they will become more familiar with it. On the other hand, some of them may not use the language once they leave the classroom.

Siphora and Lynch (2019) carried out a comparative study on the students' motivation for learning English as a foreign language according to their preferences for indirect learning strategies. The study population was 215 students from Nelson English language center, Yangon, Myanmar. The researchers analyzed the data through a One-way ANOVA test and the findings revealed that there was no significant difference in the levels of students' motivation for learning EFL according to their preferences for indirect learning strategies.

Motivated individuals set their own target goals and set the plans in order to achieve those goals (Bandura, 2001a). *Motivated individuals* refer to students who have a desire to achieve their goals, work hard to achieve those goals, and enjoy all the learning situations that are involved in achieving those goals (Gardner, & Lalonde, 1985). An individual who is truly motivated to learn a second/foreign language would find that learning the second/foreign

language is rewarding and their attitude toward their learning situation also changes
(Gardner,2000). For decades, Gardner's theories for motivation have been extremely well known
in the second/foreign language motivation field (Lai, 2013). The socio-educational model for
second/foreign language acquisition is also known as the most famous and well-known factor of
Gardner's motivation theory (Lai, 2013).

Perception toward Teachers' Effectiveness in Second/Foreign Language Learning

The characteristics of the teachers, the student's experiences, and everything that is going
on in the second/foreign language learning situation have effects on the students (Gardner, 2001).
The education context offers the teacher, role models, learning situations, and strategies that can
foster language learning (Gardner, 2005). Lwin (2007) stated that the quality of education
depends largely on the quality of the educators. Gardner (2010) stated that any teacher would
accept that motivation is one of the most important factors in the learning situation.

Teachers can also have effects on learners' motivation in various ways (Schunk, 1990).
There are many types of factors that influence students in their study which are beyond the
control of the teacher (Gardner, 2010). Teachers can affect learners' motivation in their learning
processes in both positive and negative ways. The interaction between the teacher and the
students can critically influence the students' motivation (Pintrich & Schunk, 1996). The
behavior of the teachers in the classroom can also affect the individual's motivation (Gardner,
2010). If students do not think that they are good at learning the language or have low self-
efficacy, they will have struggles in their language learning classroom (Mercer & Dörnyei,
2020).

In 2004, Bernaus et al. conducted a study to determine the relationship between
motivation and attitudes toward learning languages in multicultural classrooms. The study took
place in multi-cultural language classes in a public secondary school in Barcelona, Spain.

Participants were 114 students, aged 12 to 16. The study aimed to determine if there was a significant correlation among three variables (attitude, motivation, and anxiety) toward learning Catalan, Spain, and English in multicultural classrooms. Moreover, for each of the languages, the students also compassed self-rating of their language achievement. The results showed that high positive loadings were found between the attitude and motivation measures referring to Catalan culture and language (Bernaus et al., 2004).

Lin and González (2019) conducted a study to find the relationship between perceived teacher effectiveness and perceived teachers' classroom use of dialects with motivational orientation for learning the Chinese language. This study took place in a Chinese language class at Hengxian High School, Guangxi Province, China. The sample population of the study was 100 Grade l 0 students who were enrolled for a Chinese language class, in the academic year 2017-2018. The researcher analyzed the data by using the multiple correlational coefficient method. The finding revealed that there was a significant, moderately strong, and positive relationship between perceived teacher effectiveness and motivational orientation for learning the Chinese language of Grade 10 students.

In 2017, Nam and González conducted a study to determine the difference between Grades 10 and 11 Students' perceptions of English teacher effectiveness. The study took place in Laiza high school and Mai ja yang high school in Kachin state, Myanmar, in the academic year 2017-2018. The sample population was comprised of 84 Grades 10 and 11 students from Lai Za High School and 220 Grades 10 and 11 students from Mai Ja Yang High School. The researcher analyzed the data by using a two-tail independent samples t-test and the result showed that there was a significant difference in Grades 10 and 11 students' perceptions of English teacher effectiveness between the two high schools.

Attitude/Motivation Test Battery (AMTB)

The AMTB (Attitude/ Motivation Test Battery) was originally developed by Gardner in order to assess the scales from the socio-educational model (Gardner, 2010). While developing the AMTB scales, Gardner used different research in order to fill the needs to assess non-linguistic aspects of language learning and it took more than 20 years (Gardner, 1985b). In 1971, Smythe and Gardner did a study to investigate the role of motivation, aptitude, and achievement in learning French at Landon, in addition, this study marked as the beginning of the AMTV (Gardner, 2009). The original version focused on the investigation of English-speaking students from elementary and secondary school who were learning French as a second language in Canada (Gardner, 1985b). In 1985a, Gardner stated that the AMTB has been widely used as a research instrument for second/foreign language learning. In 1985, Gardner summarized all the earlier research in creating the Attitude/ Motivation Test Battery (AMTB) and released a book entitled *Social Psychology and Second Language Learning: The Role of Attitude and Motivation* (Gardner, 1985a).

Bernaus and Gardner (2008) conducted a study entitled "Teacher motivation strategies, student perceptions, students' motivation, and English achievement." The sample population of the study was 31 English teachers and 694 students from Catalan Autonomous Community, Spain. The results supported the validity of the socio-educational model (Bernaus & Gardner, 2008).

In 2004, the international version of the AMTB was developed to measure five variables in second/foreign language learning (Gardner, 2010). The internationally developed version is in English which was mainly aimed at secondary level students learning second/foreign languages (Gardner, 2010). There are a total of 104 items in AMTB in nine subscales with 10 items each, and two subscales with 4 items. The five indicator subscales from the AMTB are Integrativeness with three subscales, Attitudes toward the Learning Situation with two subscales, Motivation with three subscales, Language Anxiety with two subscales, Instrumentality and Parental Encouragement as additional subscales with 8 items. On the other hand, since the current study is mainly focused on motivation and perception of teacher effectiveness, only four subscales; namely motivational intensity, desire to learn English, attitude toward learning English, and English teacher evaluation will be used to measure the study variables. The following figure, figure 4 illustrates the indicator scales of Gardner's socio-educational model and elements from AMTB.

Figure 4

The Socio-Educational Model with AMTB Indicator Scales
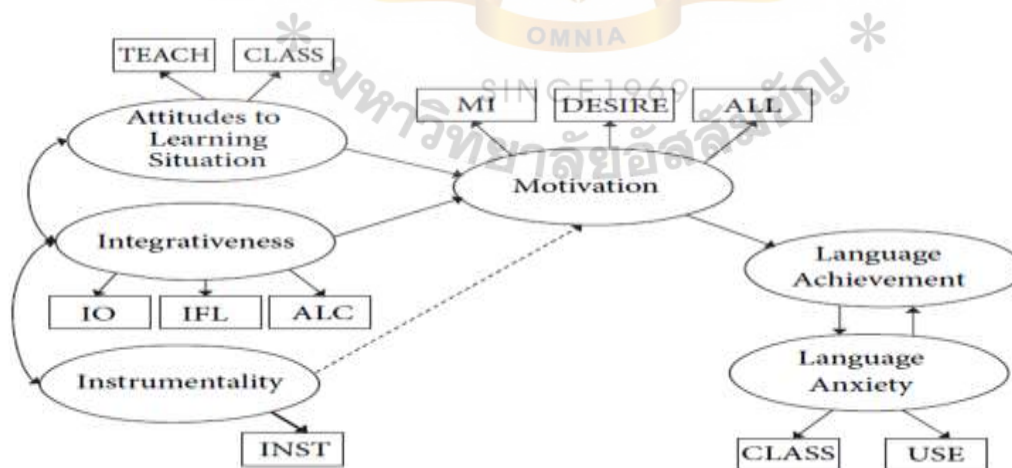
Note. Adopted from "Motivation and Second Language Acquisition", by R.C. Gardner, 2010, p.88.

Attitude toward learning situation

In the education context, these attitudes from the individuals can be directed toward the teachers, the courses, the curriculum, the classmates, the school, and so on. If the language teacher is not specialized in his/her subject area or if the course is not challenging enough for the students, the students were not interested in the lesson and their motivation can get low also. As mentioned, in the learning situation, there are many aspects included, but in AMTB, the learning situation is divided into two categories; teacher and course identified in Figure 4 as teach and class.

English Teacher Evaluation. Gardner (2000) has stated that the individual's perception toward their teacher can affect their behavior and motivation in the language learning classroom. This will be examined by five positively worded items 31, 33, 35, 37, 39, and five negatively worded items 32, 34, 36, 38, 40.

Motivation

Motivation refers to the driving force in the learning situation (Gardner, 2001). Gardner (1985a) noted that in second/foreign language learning motivation is considered as a driving engine composed of the three elements, efforts, wants, and enjoyment. Motivated individuals expend effort in language learning, want to achieve good achievement, and enjoy lessons and activities in a language learning situation (Gardner, 2001). Gardner (1960) also argued that the truly motivated individual displays all three elements so that all three variables belong together. Motivation is responsible for why an individual decided to learn, how long the individual is willing to undergo the process of language learning and how hard the individual is going to attempt it (Dörnyei & Skehan, 2003). In the above Figure 4, the subscales of motivation employed are MI (motivation intensity), ALL (attitude toward learning the language), and DESIRE (desire to learn). Gardner (2005) has stated that in the socio-educational model, it is

assumed that as major support for motivation, other two variables, integrativeness and attitude toward learning situation are supporting.

Motivational Intensity. This subscale indicated the amount of effort that the individual used in language learning and is also known as one of the main components in motivation. Gardner (2010) has stated that refers to how much effort the students use in their language learning classroom to achieve their target goals. This subscale refers to how the individual endurance the difficult obstacles in language learning and putting effort into their performance to overcome all those obstacles. There will be little learning if the individual does not have effort in learning (Gardner, 2010). This subscale has 10 items divided evenly into 5 positively worded items and 5 negatively worded items.

Desire to Learn English. The individual's willingness to learn the language and desire to achieve their target goals in language learning. This subscale is also known as another fundamental component of motivation. The individual's desire to be impressed by the parents, friends, or the teachers can strengthen the individual's motivation in language learning (Gardner, 2010). This refers to how strongly the students want to learn the language in order to achieve their target goals. This subscale has 10 items divided evenly into 5 positively worded items and 5 negatively worded items.

Attitude Toward Learning English. Gardner (2010) stated that this subscale is related to the positive effect of language learning situations and is also known as the third component of motivation. This refers to how the students are happy or enjoy their language learning classroom to achieve their target goals. This subscale has 10 items divided evenly into 5 positively worded items and 5 negatively worded items.

Social Cognitive Theory

In 1977, Albert Bandura published *Social Learning Theory* which discusses self-efficacy and social modeling (Luszczynska & Schwarzer, 2005). In 1986, Bandura published the *Social Foundation of Thoughts and Action* where he introduced social cognitive theory (Luszczynska & Schwarzer, 2005). Social cognitive theory (SCT) is a learning theory that is based on human behaviors (Bandura, 1991). Luszczynska and Schwarzer (2005) stated that social cognitive theory is a learning theory that is based on individual learners' personal beliefs in their ability to learn and a sense of control of that learning.

The social cognitive theory presents a self-determining point of view toward a person's capability of change and self-development (Bandura, 2001b). SCT posits that personal, behavioral, and environmental factors influence human functioning. Pajares (2002) stated that the SCT view of human functioning argues that learners are agents who proactively control their learning process and development and who can make things happen by their own agency.

The social cognitive theory explains human psychological functioning in terms of triadic reciprocal determinism (Bandura, 1986). In the social cognitive view, continuous improving self-influence is broadly motivated and adjusted by human agentic behaviors. Bandura stated that the level of students' motivation and behavior is based on what they believe (Bandura, 1986). Luszczynska and Schwarzer (2005) stated that if a person believes in themselves that they can solve the problem, they are more willing to take on the challenge involved in developing the solution. In 2001, Bandura stated that social cognitive theory accords a central role to learners' cognitive, self-regulation, and self-reflective processes (Bandura, 2001b). In SCT, that relationship is also characterized as triadic reciprocity. Social cognitive theory by Bandura (1986) is based on several hypotheses that are concerned with the triadic reciprocal deterministic nature of the interactions among the personal, behavioral, and environmental factors; the relation

of learning to self-efficacy and motivation; and the intrinsic and extrinsic influence sources of a person's behavior change.

Triadic Reciprocal Determinism

The social cognitive theory represents the major self-regulation of an individual in learning (Bandura, 1999). This is based on the relationship among personal, behavioral, and environmental influences (Bandura, 1991). In triadic reciprocity, it represents the interrelation between personal, behavioral, and environmental factors which is fundamental to the social cognitive theory (Bandura, 1986). This relationship is shown as triadic reciprocity that sets as the foundation of SCT. It is required to blend all the different factors from the theory in order to get the successful and perfect functioning (Bandura, 2002). In the triadic reciprocal determinism, it presented that strength and time in the personal, behavioral, and environmental factors are influencing each other (Bandura, 1978). In SCT, it also mentioned the intrinsic and extrinsic influence of social influence and social reinforcement (Bandura, 1989). Figure 5 is shown the connection between the factors from Bandura's (2001b) triadic reciprocal determinism model.

Figure 5

Triadic Reciprocal Causation in the Casual Model of Social Cognitive Theory
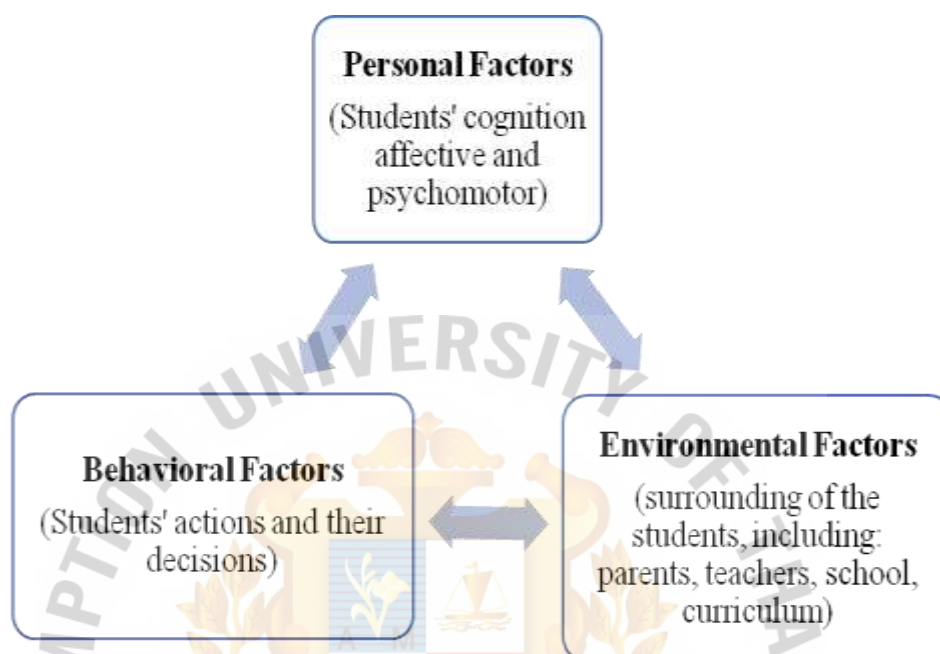
Note. Adopted from "Social Cognitive Theory of Mass Communication" by A. Bandura, 2001, *Media psychology, 3*(3), p. 266. Retrieved from: Bandura_01.pdf (ucla.edu)

Reciprocal determinism presents the interactions of behavioral factors, personal factors, and environmental factors and all those factors influence the individuals' motivation and their success or failure in order to attain their target goals (Bandura, 2005). Pajares & Usher (2008) stated that in personal factors, it includes the students, themselves; their self-efficacy, or the students' belief in themselves; the students' perception toward their environment; expectation of their outcomes; cognition; metacognition; gender; ethnicity.

In the behavioral factor, it includes the students' participation in the classroom activities; willingness to take a challenge; the efforts and engagements that the students use in the classroom (Pajares, 2002). Students' willingness to learn the language, their language anxiety, and their attitude toward the language is also included in the behavior factor. The students'

behavior has effects on the students' actions as to what and do they think and how do they act based on that thinking (Kalambo & Lynch, 2021).

Pajares and Usher (2008) also stated that environmental factors include the support and encouragement from the other students; the parents; the school (climate, resources); the teachers (behavior, belief, support, and feedbacks); the classroom (structure, size); the curriculum; media (television, internet); culture and so on. As a result of the students regulate act and the thinking patterns with their emotional responses were affected by both natural and external (Kalambo & Lynch, 2021).

Students' emotional factors respond to their thinking pattern and their willingness in order to achieve their goals (Bandura, 1999). Personal factors and environmental factors reflect the interactions between thought, effect, and function. According to SCT, the three main factors interact with each other. Those factors are students' cognition as a personal factor, students' action as the behavioral factor, and the teachers, classroom, and the curriculum as the environmental factor. As the teacher presents new materials to the students and the students listen to the teacher and think about what he/she is teaching, it is clear that the environmental factor influences the personal factor. Students will think the answer and raise their hand to answer the question (cognitive- personal factor influencing the behavior factor) and the teacher will listen to the students answer and give feedback or comments (behavior influencing the environment factor). The positive and negative feedback from the teacher can also influence the students' behavior and personal factors.

In 2008, Pajares and Usher published an article about self-efficacy, motivation, and achievement in school from the perspective of reciprocal determinism in the education context. In the article, Pajares and Usher (2008) also explained the relationship between reciprocal determinism using different examples. The study found that the way students think and behave is affected by the environment of the students, especially the teachers. Lastly, the authors also

mentioned that teachers can also shape the classroom environment, providing an environment conducive to learning and learning opportunities.

Modeling

Bandura (1986) mentioned enactive and vicarious learning in social cognitive theory. Enactive learning is learning by doing while vicarious learning occurs while observing the surroundings, other social models, or films (Pintrich & Schunk, 1996). In SCT, *modeling* is one of the primary contributions to learning (Pintrich & Schunk, 1996). Models provide important elements for developing the self-efficacy of the individual (Bandura, 2006). Previous research has shown that models can have an effect on the students' self-efficacy, motivation, and academic achievement (Bandura, 1986; Pintrich & Schunk, 1996; Schunk, 1981, 1995). There are three main functions under modeling (Pintrich and Schunk, 1996). They are disinhibition/inhibition, response facilitation, and observational learning (Pintrich & Schunk, 1996). The current study will focus mainly on observational learning. In 1986, Bandura stated that models provide an important vicarious source for the development of students' self-efficacy in learning.

Alexander and González (2020) did a study on 71 students at the Level Up Academy, Loikaw Township, Kayah State, Myanmar. This study was conducted to find the relationship between the self-efficacy of the students and their perception toward parental encouragement for learning English as a foreign language with English academic achievement. The study found that there was a strong relationship between the self-efficacy of the students and their perception toward parental encouragement for learning EFL.

In 2017, Zhang and Lynch conducted a study between primary 5 and 6 students from an international school in Bangkok in order to find the relationship between the students' perceptions of parental encouragement and their academic achievement in Mandarin. The result

indicated that there was a significant positive and high relationship between the students'

perception of parental encouragement to learn Mandarin and their academic achievement.

Observational Learning Theory

Observational learning through modeling occurs when the students display new

behavior by observing their selective models (Bandura, 2008). Observational learning is

concerned with the acquisition of behavior, attitude, cognition, and styles by observing the

surrounding environment (Bandura, 2008). The individual observes the things from their

environment and the examples that are provided by their environment such as media, television,

internet, the teachers, peers, parents, and so on. Bandura (2008) stated that individuals can learn

by observing their selective models with which they feel more convenient. Models teach skills to

individuals (Schunk, 1995).

According to Bandura (2008), the observational learning of the individual is influenced

by four sub-functions. They are attention, retention, motor reproduction, and motivation. The

attention of the students in class means how the students selectively observe their models and

their mindfulness in their classroom and the lessons. Retention means the memory of the

students, after learning from the class, storing short terms memories into long-term memories.

Motor reproduction or behavior reproduction means how the students behave by translating their

knowledge into actions after learning by observing someone. The motivational process means

how the students set goals in order to achieve their target goals and form beliefs about what they

can do. In most individuals, motivation can be cognitively generated by the models or their

environment or even themselves (Bandura, Grusec, & Menlove,1966).

In 1961, Bandura and his co-authors conducted a study that involved social modeling

with 24 preschool students (Artino, 2007). That experiment was named the BoBo doll and is one

of the most famous experiments of Bandura and social learning theory. The BoBo doll experiment was about the children's observational learning of adults' aggressive and non-aggressive behaviors toward the dolls, which was also affected by positive and negative reinforcement (Artino, 2007). Bandura and his co-authors concluded that observational learning could occur from both positive and negative reinforcement.

In 1982, Carroll and Bandura conducted an experimental study through 20 male and 20 female right-handed undergraduate students at Stanford University. When the students arrived in the laboratory, they were randomly assigned to four different methods in order to find out the roles of visual monitoring in observational learning using action patterns (Carroll & Bandura, 1982). The conclusion of the experiment mentioned that the individuals are normally doing observational learning in their daily lives without noticing that they are learning.

The school contexts which include the teachers, the teachers' beliefs, the curriculum, positive and negative reinforcement from the teachers and parents, family, friends, culture, and social models can influence the self-efficacy of students. Students with a high level of self-efficacy adjust their learning environment to be more conducive and set up study routines that can help them to focus better (Pajares & Usher, 2008). In addition, Pajares & Usher (2008), also mentioned that the students with a low level of motivation do not put effort into their study and often their behaviors are easily affected by environmental factors. In triadic reciprocity, Bandura mentioned that many factors are influencing the students' functioning such as their academic motivation, cognition, and achievement (Bandura & Adams, 1977). Self-efficacy influences when college students make a decision to choose a major or a career for life (Pajares & Usher, 2008).

In 1995, Schunk released an article that focused on the relationship of self-efficacy to motivation and performance in the cognitive domain. In that article, Schunk (1995) presented an overview of self-efficacy theory and argued that models, goal setting, and feedback all affect the

self-efficacy of individuals. In the article, the author provided evidence and proves those goals of the individual influence self-efficacy and allowed process. Schunk (1995) also stated that different types of feedback (attributional feedback, goal progress feedback, effort feedback, and other types of feedback), as well as the credibility of the feedback, are also powerful sources of an individual's self-efficacy.

Self-Efficacy Theory

In Bandura's social cognitive theory, self-efficacy is one of the significant personal factors (Bandura, 2001b). In 1977, Bandura and Adams stated that self-efficacy refers to an individual's belief in himself or herself having the ability to do difficult tasks in order to achieve their target goals. Bandura (1994) mentioned that a strong sense of personal efficacy increases the wellbeing of that individual and also increases that individual's achievement. Self-efficacy makes a difference in how an individual thinks, feels, and acts (Bandura, 1997). Pajares & Usher (2008) stated that self-efficacy belief is a very important part of social cognitive theory. In 1977, Bandura stated that the self-efficacy of a student can affect that students' effort on the lesson, his/her choice of learning activities, and his/her persistence in completing the activities. Students with low self-efficacy try to avoid tasks that they are not confident in performing (Schunk, 1991). On the other hand, Schunk (1990) also stated that students who believe that they can succeed are willing to accept challenges to do difficult tasks in order to achieve their goals. A learner's self-efficacy focuses on that student's capability to learn or perform academic tasks in school (Pajares & Usher, 2008). Self-efficacy theory predicts that active engagement in classroom activities can promote the development of an individual's skills and self-efficacy (Bandura, 2005).

In 1977, Bandura and Adams stated that self-efficacy originally referred to how students feel about their own capabilities and to take control of their performance in emotionally taxing or otherwise difficult situations. The achievement or the success of the students can raise their self-

efficacy whereas failure can lower it (Bandura, 1986). The higher self-efficacy the students have, the more effort, persistence, and resilience they will apply in order to achieve their target goals. Pajares & Usher (2008) stated that peers and the environment can influence students' self-efficacy in many different ways. Motivation and efficacy of the individual not only affect a student's self-efficacy for learning but also a teachers' self-efficacy for teaching (Schunk, 1990).

Huang and Lynch (2017) conducted a study to determine the relationship between self-efficacy and Chinese academic achievement by collecting data from 167 Chinese primary level students at a school in Thailand. The study found that there was a significant relationship between the students' self-efficacy for learning Chinese and their academic achievement in learning Chinese.

Kalambo and Lynch (2021) conducted a study to determine the relationship between self-efficacy for learning and performance in physics and metacognitive self-regulated physics learning with physics achievement. The participants were the form 3 students from Domasi Demonstration Secondary School in Malawi. This study revealed that there was a strong relationship between self-efficacy and students' academic achievement.

In 1994, Bandura mentioned that there are four fundamental sources that support and develop people's beliefs about their self-efficacy. A person's self-efficacy is affected by the four main factors: mastery experiences, veracious experiences, social persuasion, and physiological factors (Bandura and Adams,1977).

Mastery Experiences

Mastery experiences are the most effective way to build a strong sense of efficacy in the students (Bandura, 2008). As a student, they must go through the different mastery experiences in order to cultivate strong self-efficacy. Bandura and Adams (1977) stated that success in performing tasks can build higher individual self-efficacy while failure can create low self-

efficacy for performing those tasks. For example, if an individual experienced only success with very good achievement in his or her academic life without expending effort and if they then experienced failure, the individual would be easily discouraged. Individuals, therefore, need to use their efforts and experience in overcoming obstacles in order to build genuine efficacy (Bandura, 1994). Individuals will practice and put more effort into their tasks in order to perform well, achieve better outcomes or achieve their target goals. The successful accomplishments from that process will boost their belief in their efficacy to succeed, while failure can limit the efficacy and create anxiety in the individual.

Vicarious Experiences

The second fundamental source that supports and develops people's beliefs about their self-efficacy is vicarious experiences. When individuals are uncertain about their own capability and self-efficacy, they become more sensitive to what other people from their surroundings do (Pajares & Usher, 2008). Vicarious experiences are another way to improve and strengthen the self-efficacy of an individual. Perceived similarities to the models are also important (Schunk, 1995). In 1994, Bandura stated that by observing the successes and failures of someone who share a similar context with an individual can influence that individual's self-efficacy. Peer models increase the individual's efficacy and skills more than the teacher models and models from their environment (Pintrich and Schunk, 1996). If the individual observer sees their models who are very different from themselves, the influence by that model's behavior and outcomes are not strong (Bandura, 1994). Pajares and Usher (2008) also stated that vicarious experiences are more well-built and stronger when the observer and observed more similarities in their capability.

Social Persuasion

The third fundamental source that supports and develops people's beliefs about their self-efficacy is social persuasion. Bandura (1994) mentioned that social persuasion is one of the ways that strengthen individuals' beliefs in what it takes to achieve their target goals. Social persuasion refers to the feedback, verbal judgments, and comments given by the parents, the teachers, and others from the individual's surroundings. If the individual is getting negative comments from their environment, that individual feels anxiety or depression and will start to avoid challenging activities and give up easily (Bandura, 2008). Individuals often attribute successes and failures depending on some factors such as ability, the difficulty of the task, and luck (Schunk, 1995). If the individuals are motivated to believe in themselves, they are willing to attempt more challenging tasks and they will put more effort into achieving their target goals (Bandura, 2008).

Physiological Factors

The final fundamental source that supports and develops people's beliefs about their self-efficacy is physiological factors. In 1994, Bandura noted that mood can affect individuals' judgments of their personal efficacy. While judging for self-efficacy, most people rely on their physical and emotional conditions (Bandura, 2005). If the individual is persuaded to believe in himself or herself, that individual will be willing to put more effort into what they are doing (Bandura, 2008). The mood of the individual can also affect how they judge their efficacy (Bandura, 2008). The positive mood of the individual can help to raise the self-efficacy while the anxiety of the individual can diminish the self-efficacy (Bandura, 2005). Self-efficacy beliefs also influence the students' cognitive and emotional reactions (Pajares, 1996). Students who have a high sense of efficacy are willing to take more challenges and likely to view their surroundings positively (Bandura, 1994). The interpretation of the individual's ability to accomplish the tasks can be influenced by that individual's emotions, moods, mental and physical states. The

emotional states of the individual, such as anxiety, stress, concern, happiness, excitement can affect their self-efficacy. An individual's physical conditions such as illness, sickness, headaches, and stomach aches can also affect their self-efficacy (Bandura & Adams, 1977).

Bandura (1994) stated that according to self-efficacy theory, the efficacy of an individual affects human behavior from four major psychological processes: cognitive process, motivational process, affective process, and selection process.

Cognitive Processes

Bandura (1991) stated that the cognitive process of an individual can also be affected by the mood of that individual. In 1994, Bandura mentioned that the effect of an individual's self-efficacy belief on their cognitive processes takes in various forms such as behavior, being purposive, and goal setting. If the individual has stronger perceived self-efficacy, they will set higher and better goal challenges for themselves in order to achieve their goals (Bandura, 1994).

Motivational Processes

An individual's self-belief, their sense of efficacy, plays a key role in their regulation of motivation (Bandura, 1994). Individuals will not demonstrate skills until they feel motivated to display them (Pintrich and Schunk, 1996). An individual motivates herself and tries to set the guidelines or plan courses of action in order to achieve their target goals (Bandura, 2001b). Bandura (1994) also mentioned that individuals form beliefs about what they are able to do, or they can do. Motivation is also based on an individual's target goals and self-standard as well as self-satisfaction and self-dissatisfaction (Bandura, 1991).

Affective Processes

Individuals' beliefs in themselves, their coping capabilities, the skills that they learn by observing their models can affect their emotional states such as their anxiety, depression, and stress (Bandura, 1994). An individual who believes in their capability will promote effective cognitive processes and do well in various conditions which include decision making, academic

achievement and setting their target goals (Luszczynska & Schwarzer, 2005). Luszczynska and Schwarzer (2005) also stated that an individual with a low sense of their self-efficacy will have doubts about their abilities which may lead to stress and depression.

Selection Processes

All individuals are a product of their environment (Bandura, 2001b). Bandura (1994) has stated that the types of activities and the environments that an individual chooses can influence that individual's self-efficacy beliefs. Individuals will try to avoid situations and activities that they believe exceed their capability (Bandura, 2008).

Mingalar Education Center Private High School

Mingalar Education Center (MEC) is a private high school located in Sanchaung Township, which is a major area in Yangon, Myanmar. It was established after the National League of Democracy (NLD) government took charge of education in 2015. The founder of the school also worked as a physics teacher at the school. MEC consists of Grades 5 to 11. The motto of the school is "Come and learn only if you are willing to learn." The school has a mini-laboratory, library, prayer room, and mini store for the students. For students from other cities and students who would like to stay at the school to focus more on their studies, MEC also has boarding classes, especially for the Grade 10 and Grade 11 students. For the boarding students, the school provides three meals a day.

In the Myanmar education system, the matriculation examination is also known as the most important examination for the students' lives. The matriculation examination is a university entrance examination in Myanmar. The matriculation examination determines the student's eligibility criteria for university enrollment (Siphora & Lynch, 2019). The examination is administrated by the Ministry of Education Myanmar and the Myanmar Board of Examinations. In addition, Grade 11 students from all over the county need to take this examination. In March

of every year, the students need to take the matriculation examination, and the students need to score above 40% to pass the examination. The students need to study hard in order to do well on the examination. MEC focuses on helping the students to get better results in the students' matriculation examination results by supporting the students to study the previous examination questions to make familiar with the exam questions, always observing students' learning progress, supporting full time guide teachers at the school, and nice environment for students to focus on their study.

The researcher spoke with the principal and asked questions concerning the target school and target class. According to the principal, during normal times, the population of the Grade 11 students was around 140 students but because of COVID-19, there were fewer students than in previous years. The population of the Grade 10 and 11 students who joined the class for the 2020-2021 academic year was only 25 students for Grade 10 and 60 students for Grade 11. There were 7 main teachers who are teaching the Grade 10 students and also there are 7 guide teachers. There were also 7 main teachers for the Grade 11 students with 7 guide teachers. The main teachers are well known and with more than 10 years' experience teaching. The guide teachers are always with the students to observe them and to help them anytime they need assistance, and to answer their questions. Moreover, every week, all the guide teachers have a discussion meeting about the students, the teaching, and all the processes of the school.

The school uses the curriculum that the Ministry of Education Myanmar has provided. The teaching aids and the curriculum that the teachers need to use are created and administered by the Ministry of Education Myanmar. According to the researcher's interview with the principal of MEC, both Grade 10 and Grade 11 students need to study Burmese language, English language, mathematics, chemistry, physics, biology or ecology, and integrated subjects which include, social studies, art, morality, physical education, and life skills. This study only focus on learning English as a foreign language. According to the principal, English is taught

using English textbooks and focusing on English grammar. On the other hand, English taught to the students is focused mostly on reading and writing. In the target school English is taught by non-native speakers who use mostly Burmese in the classroom so that during class time, the students have the least chance to practice communicating in English. Grades 10 and 11 have same English main teacher, Sayar U Htun Yee. On the other hand, the students have different guide teachers in order to improve their language.

Grade 10 students from MEC students need to learn English every day. English class with the main teacher, Sayar U Htun Yee, is 3-4 times a week and every class take 1 hour 30 minutes per class and the days without a main teacher, the students need to learn from guide teachers 3-4 times a week and every class takes 1hour and 30 minutes. Regarding the contents of the Grade 10 English textbook, there are 14 units; The Wheel, A Brave Boy, Evaporation, The Circulation of the Blood, A Fatherless Child, How to Read Short Stories, The Last Leaf, How to Improve Your Habits, Earthquakes, Traditional Medicine, Light, The Rainbow, The Blind Boy and The Daffodils. In MEC, the students are tested every month in order to measure the students' learning progress.

Grade 11 students from MEC students need to learn English every day. Same with Grade 10 students, English class for the Grade 11 students also with Sayar U Htun Yee (the main teacher) is 3-4 times a week and every class take 1 hour 30 minutes per class which lessons are mainly focus about English grammar. In addition, Grade 11 students also need to attend classes with Sayar U MgMg for 3-4 times a week and every class take 1 hour 30 minutes per class which lessons are mainly focus on their English textbooks. Furthermore, the days without a main teacher, the students need to learn from guide teachers 3-4 times a week and every class takes 1hour and 30 minutes. Regarding the contents of the Grade 11 English textbook, there are 14 units; The Calendar, Too Much Knowledge Makes Them Fools, The Moon: A Nice Place to Visit?, Clocks Through Time, Self-Service and the Supermarket, Robots, Dreams Do Come

True, Advertisement the Pros and Cons, Sleep and Dreams, Looking Good, Mosquitoes: Getting to Know the Enemy, Travel in Southeast Asia 1, Travel in Southeast Asia 2 and Helen Keller. In MEC, the students are tested every month in order to measure the students' learning progress.

This chapter discussed the review of related literature in four parts including the history of Myanmar education; the current Education system in Myanmar; English as a foreign language (EFL) education in Myanmar; the socio-educational model of second language acquisition by Gardner (1985) including motivation for learning a second/ foreign language; perception toward teachers' effectiveness in learning second/ foreign language; and attitude/motivation test battery; social cognitive theory (SCT); triadic reciprocal determinism; modeling; the self-efficacy theory and background information of the target school; Mingalar Education Center. The next chapter will present the research methodology.

CHAPTER III

RESEARCH METHODOLOGY

This chapter will discuss the research design of the study, the population, and sample, the research instrument, followed by data collection timeline and procedures for the study, data analysis, and concludes with a summary of the chapter.

Research Design

This study was aimed to examine whether there is a significant relationship of motivation for learning English as a Foreign Language (EFL) and the students' perception of teachers' effectiveness in teaching English as a Foreign Language (EFL) with students' self-efficacy for learning English as a Foreign Language (EFL) in Grades 10 and 11 students at Mingalar Education Center Private School, Sanchaung Township, Yangon, Myanmar. For this purpose, a quantitative correlational research design was used to measure students' motivation, students' perception of their teachers' effectiveness, and their self-efficacy for learning English as a foreign language.

The researcher used the Students' Motivation, Perception of Teacher Effectiveness, and Self-Efficacy for Learning English as a Foreign Language Questionnaire, which is consisted of three parts, comprised of 72 items, to measure and analyze the variables of this research.

The numerical data was collected and described statistically with means and standard deviations. It was further utilized in hypothesis testing on finding the correlation between Grades 10 and 11 students' motivation in learning EFL, their perception of teachers' effectiveness in teaching EFL, and self-efficacy for learning EFL. The hypothesis testing technique that utilized is statistical hypothesis testing (correlational analysis using multiple correlation coefficient), which used to address the research objectives and hypothesis of this study.

Population

The research site was Mingalar Education Center Private High School, which is located in Sanchaung Township, Yangon, Myanmar. The target population of this research study was all 25 Grade 10 students and all 60 Grade 11 students who are enrolled in the Academic year of 2021-2022 at Mingalar Education Center Private High School, which is in Sanchaung Township, Yangon, Myanmar. The students from Grades 10 and 11 consist of both male and female students with different backgrounds.

Sample

The sample population was 25 Grade 10 students and 60 Grade 11 students at Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar. In this research, the target English class is taught by a native Burmese-speaking teacher. The participants are 24 Grade 10 students and 58 Grade 11 students, and their ages range from 14 to 16 years. The target students have been studying English for 9 to 11 years. Table 1 shows the population and sample of Grade 11 students at Mingalar Education Center Private High School, in the academic years 2021-2022.

Table 1

Population/Sample of Grade 10 and 11 Students at Mingalar Education Center Private School,

Sanchaung Township, Yangon, Myanmar

Grade	Population/ Sample (Students)
Grade 10	25
Grade 11	60
Total	85

Research Instrument

For this study, the Students' Motivation, Perception of Teacher Effectiveness, and

Self-Efficacy for Learning English as a Foreign Language Questionnaire was used to

collect the research data. The survey questionnaire consisted of three parts, comprised of 72

items, to measure and analyze the variables of this research. Part I of the question was

aimed to examine the students' motivation for learning EFL, Part II of the questionnaire

was aimed to examine the students' perception of their teachers' effectiveness in learning

EFL and Part III of the questionnaires was aimed to examined the students' self-efficacy for

learning EFL.

Part I: Motivation for Learning English as a Foreign Language

Part one of the questionnaire consists of the items which measured the students'

motivation in learning EFL adapted from Gardner's (2004) International Attitude/Motivational

Test Battery (Gardner, 2010). The Attitude/Motivational Test Battery (AMTB) is an instrument

that was developed by Gardner in 1972 in order to measure the major affective individual

different variables identified by the socio-educational model of second language acquisition (Gardner, 2010). The AMTB is aimed to analyze and measure students' motivation in learning EFL and is comprises of 12 subscales (104 items). In the current study, three subscales from the AMTB was used to measure the students' motivation to learn English as a foreign language (see the items in Appendix A). They are motivational intensity (10 items), desire to learn English (10 items), attitudes toward learning English (10 items).

Motivational Intensity for Learning English as a Foreign Language

The motivational intensity subscale measures how much effort the students use to learn English as a foreign language to achieve their target goals. It consists of 10 items, five positively keyed (1, 7, 13, 19, 25) and five negatively keyed items (4, 10, 16, 22, 28).

Desire to Learn English as a Foreign Language

This subscale measures the level of students' willingness and how strongly the students want to learn the language in order to achieve their target goals using 10 items. Five of the items are positively keyed (2, 8, 14, 20, 26) and five are negatively keyed (5, 11, 17, 23, 29).

Attitudes Toward Learning English as a Foreign Language

This subscale measures how the students are happy or enjoy their language learning classroom to achieve their target goals using 10 items. Five of the items are positively keyed (3, 9, 15, 21, 27) and five are negatively keyed (6, 12, 18, 24, 30). Table 2 describes the subscales and numbers of items that will use to measure the motivation in this study.

Table 2

Subscales and Items in the Questionnaires Used in this Study to Measure the Motivation

Subscales	Items	Number of items for each indicator scale
Motivational intensity		10
- (Positively- worded)	1, 7, 13, 19, 25	
- (Negatively- worded)	4, 10, 16, 22, 28	
Desire to learn English		10
- (Positively- worded)	2, 8, 14, 20, 26	
- (Negatively- worded)	5, 11, 17, 23, 29	
Attitudes towards learning English		10
- (Positively- worded)	3, 9, 15, 21, 27	
- (Negatively worded)	6, 12, 18, 24, 30	
Total	30	30

To investigate the students' level of motivation for learning EFL, in this study a 7-point Likert scale was utilized. The students have to select one out of six choices (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 5= *slightly agree*, 6 = *moderately agree*, 7 = *strongly agree*). Table 3 presents the score and interpretation for both positively and negatively worded items of the motivation subscales.

Table 3

Scores for Positively and Negatively Worded Motivation Items

Items \ Score	Response anchor					
	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
Positively worded	1	2	3	5	6	7
Negatively worded	7	6	5	3	2	1

Table 3 presented the scores and interpretation of positively worded and negatively worded items for motivation items. Table 4 presents the 7-point Likert scale interpretation of the motivation subscales of the AMTB that was used in this study.

Table 4

Scores and Interpretation of the Motivation Subscales

Agreement level	Score	Mean score	Motivation interpretation level
Strongly agree	7	6.01-7.00	Very high
Moderately agree	6	5.01- 6.00	Moderately high
Slightly agree	5	4.01-5.00	Slightly high
Slightly disagree	3	3.01-4.00	Slightly low
Moderately disagree	2	2.01-3.00	Moderately low
Strongly disagree	1	1.00-2.00	Very low

Part II: Perception of Teachers' Effectiveness

Part two of the questionnaire consists of items to measure the Grade 10 and 11 students' perceptions of their teachers' effectiveness. In this section, the Grades 10 and 11 students was measured their opinion toward their English teachers' effectiveness in their language learning situation. It has been adapted from Gardner's (2004) International Attitude/Motivational Test Battery (Gardner, 2010). English Teacher Evaluation is one of the 12 subscales created by Gardner to make up the AMTB. This researcher also used this subscale to measure the Grade 10 and 11 students' perceptions toward a teachers' effectiveness.

English Teacher Evaluation Subscale

This subscale was designed to measure the students' perception and their attitude toward their language teacher. It consists of five positively and five negatively worded items. The item numbers for the subscales are, positively worded items are 31, 33, 35, 37, 39 and negatively worded are 32, 34, 36, 38, 40. Table 5 presents the subscales and items in the questionnaire used in this study to measure the perception of teachers' effectiveness (see the items in Appendix A).

Table 5

Subscales and Items in the Questionnaire Used in this Study to Measure the Perception of Teachers' Effectiveness

Subscales	Items	Number of items for each indicator scale
English teacher evaluation		10
- (Positively- worded)	31, 33, 35, 37, 39	5
- (Negatively- worded)	32, 34, 36, 38, 40	5

To investigate the level of students' perception toward their teachers' effectiveness for teaching EFL a 7-point Likert scale will be utilized. The students have to select one out of six choices (1 = *strongly disagree*, 2 = *moderately disagree*, 3 = *slightly disagree*, 5= *slightly agree*, 6 = *moderately agree*, 7 = *strongly agree*). As the researcher has mentioned above, this subscale used both positively and negatively worded items, in order to standardize the directionality of the interrelation, all the negatively worded items will be reversed coded for the purpose of data analysis. Table 6 presents the score for both positively and negatively worded items.

Table 6

Scores for Positively and Negatively Worded Perception of Teachers' Effectiveness Items

Score Items	Response anchor					
	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
Positively worded	1	2	3	5	6	7
Negatively worded	7	6	5	3	2	1

Table 6 presented the scores and interpretation of positively worded and negatively worded items for perception of teachers' effectiveness items. Table 7 represents the interpretation of the score and mean score scales of positively worded items for the English Teacher Evaluation Subscale of the questionnaire.

Table 7

Score and Interpretation of the Perception of Teachers' Effectiveness Subscales

Agreement level	Score	Mean score	Perception of teachers' effectiveness interpretation level
Strongly agree	7	6.01-7.00	Very high
Moderately agree	6	5.01- 6.00	Moderately high
Slightly agree	5	4.01-5.00	Slightly high
Slightly disagree	3	3.01-4.00	Slightly low
Moderately disagree	2	2.01-3.00	Moderately low
Strongly disagree	1	1.00-2.00	Very low

Part III : Self-efficacy for Learning English as a Foreign Language

Part III of the questionnaire consists of the self-efficacy for learning EFL items. This study used the Questionnaire for English Self-Efficacy (QESE, Wang, et al., 2014) to collect the data for students' self-efficacy in learning EFL. The questionnaire was originally developed with interviews and observation of young Chinese English learners who were studying in the United States. After that, based upon the social cognitive framework, in 2014, Wang and his team conducted a study that examined the psychometric properties scales of students' self-efficacy for learning EFL. It was designed to measure four sub-variables consisting of the four language macro-skills: self-efficacy for listening (8 items), self-efficacy for speaking (8 items), self-efficacy for reading (8 Items), and self-efficacy for writing (8 items) with the total number of 32 items (see the items in Appendix A).

Questionnaire for English Self-Efficacy (QESE; Wang et al., 2014)

In this research, in order to measure the level of students' self-efficacy for learning EFL, the researcher used the Questionnaire for English Self-Efficacy (QESE) which was developed by Wang and his team in 2014. The QESE is composed of 32 positively worded items which are used to measure and analyze the students' self-efficacy for learning EFL. For each item of the questionnaire, the students have to analyze their self-efficacy for listening in learning EFL (41, 43, 49, 50, 55, 62, 64, 67), self-efficacy for speaking in learning EFL (44, 46, 48, 57, 59, 60, 63, 70), Self-efficacy for reading in learning EFL (42, 52, 56, 61, 65, 66, 69, 72), and self-efficacy for writing in learning EFL (45, 47, 51, 53, 54, 58, 68, 71). Table 8 presents the breakdown of the number of items in the QESE.

Table 8

Subscales and Items in the Questionnaire Used in This Study to Measure the Self-Efficacy

Subscales	Items	Number of items for each indicator scale
- Self-efficacy for listening	41, 43, 49, 50, 55, 62, 64, 67	8
- Self-efficacy for speaking	44, 46, 48, 57, 59, 60, 63, 70	8
- Self-efficacy for reading	42, 52, 56, 61, 65, 66, 69, 72	8
- Self-efficacy for writing	45, 47, 51, 53, 54, 58, 68, 71	8
Total	32	32

In the QESE research questionnaire, each item asks the students to analyze themselves and make a judgment about their capabilities to use the four macro skills of English as a foreign

language (listening, speaking, reading, and writing) in their daily life (Wang et. al, 2013). To investigate the students' level of self-efficacy for learning EFL, in this study, 7-point Likert scales will be utilized. The students have to select one out of six choices (1 = *I am totally unable to do this*, 2 = *I am unable to do this*, 3 = *I am possibly unable to do this*, 4= *I am possibly able to do this*, 5= *I am basically and in principle able to do this*, 6 = *I am able to do this*, 7 = *I am able to do this well*). Table 9 represents the interpretation of the score and mean score scales of self-efficacy in the questionnaire.

Table 9

QESE Subscales and Items in the Questionnaire Used in this Study

Agreement level	Score	Mean score	Self- efficacy interpretation level
I am able to do this well	7	6.51-7.00	Very high
I am able to do this	6	5.51- 6.50	Moderately high
I am basically and in principle able to do this	5	4.51-5.50	Slightly high
I am possibly able to do this	4	3.51-4.50	Neither high nor low
I am possibly unable to do this	3	2.51-3.50	Slightly low
I am unable to do this	2	1.51-2.50	Moderately low
I am totally unable to do this	1	1.00-1.50	Very low

Validity and Reliability of the Questionnaire

Regarding the validity and reliability of the questionnaire, the initial developers of the AMTB and the QESE questionnaire have tested the validity and reliability of the items in the questionnaire. AMTB and the QESE have also been studied and modified by previous studies (Alexander & González, 2020; Siphora & Lynch, 2019).

Validity of Part I and II of the Questionnaire

For Part I and II of the questionnaire, the researcher used Gardner's (2004) international version of AMTB Gardner (2010). Many previous researchers used the AMTB in order to assess the affective elements in a second/foreign language classroom (Siphora & Lynch, 2019). In order to ensure the validity of the AMTB, Gardner also validated the instrument by investigating French students who are studying English in Canada (Gardner, 1985). Dörnyei (2001) mentioned that the AMTB has a good construct and predictive validity that can be used as a standardized motivation test and Ushioda and Dörnyei (2012) also stated that the AMTB has good content and construct validity. Many researchers and scholars across the world conducted their respective studies applying the AMTB subscales to measure social-psychological variables associated with learning a second/foreign language (Alexander & González, 2020; Siphora & Lynch, 2019).

Reliability of Parts I and II of the Questionnaire

Regarding to the reliability of the Attitude Motivation Test Battery (AMTB) scales, they have been studied, developed, and modified by the previous studies in order to investigate the internal consistency reliability in the various subscales and it also has been translated into many languages. Table 10 represents the reliability of the scales that will be investigated in this research study.

Table 10

Reliability Statistics of Parts I and II of the Research Questionnaire

	Cronbach's alpha value			
Value component	Gardner (2006) Poland	Gardner (2006) Spain	Gardner (2010) Romania	Current study
Motivation to learn EFL	.76	.86	.75	.71
English Teacher Evaluation	.80	.72	.82	Gardner (2006) Japan (Year 1) .89

Validity of Part III of the Questionnaire

The Questionnaire for English Self-Efficacy (QESE) has been adapted to fit into the cultural context of language learning in Korea, China, Germany, and the United States (Kim, et al., 2015). The scales and items from the QESE were developed in accordance with Bandura's guidelines and initial validity was derived using the Rasch model (Wang, et al., 2014). Many previous researchers have used this instrument to examine the English self-efficacy of students from different levels (Alexander & González, 2020; Kim, et al., 2015; Wang, et al., 2013). The results of the previous research indicated that the rating scale of the QESE functioned effectively.

Reliability of Part III of the Questionnaire

As for the reliability of the QESE, the result data from the previous research with Chinese and Korean students were analyzed using item response theory (IRT) to examine the psychometric properties of the QESE (Kim et al., 2015, Wang, Kim, Bong et al., 2013, Wang, Kim, Bai et al., 2014). Based on the Rasch-based reliability indexes of the QESE items, 30 out of the 32 items fit the measurement well (Wang et al., 2014). Table 11 represents the reliability of the scales of Part III that will investigate in this research study.

Table 11

Reliability Statistics of Parts III of the Research Questionnaire

	Cronbach's alpha value	
Value component	Previous study	Current study
Questionnaire for English Self-Efficacy (QESE)	Wang et al. (2014) China .97	.77
- Self-efficacy for listening	.88	.75
- Self-efficacy for speaking	.92	.63
- Self-efficacy for reading	.88	.75
- Self-efficacy for writing	.89	.76

Collection of Data

The researcher has formally requested permission from the principal of the Mingalar Education Center Private School, Sanchaung Township, Yangon, Myanmar in November to research and collect the data. Data collection was conducted on the June 4th, 2021. For the data collection, due to COVID-19 pandemic, the researcher was not able to collect the data in person, so the researcher met the students from Zoom and distributed the survey questionnaire to all the students. The principal, homeroom teacher, one assistant teacher, and the researcher mother were with the students to explain while the students have any problem while doing their survey questions. Due to COVID-19 pandemic, 1 Grade 10 student and 2 Grade 11 students were not able join the data collection. Table 12 presents the research timeline of this study.

Table 12

Research Timeline for This Study

Tentative date	Task
January 2021	To request permission from the principals of the target schools
2nd June 2021	Proposal defense
4th June 2021	To distribute and collect questionnaire to 25, Grade 10 students and 60, Grade 11 students at Mingalar Education Center Private School, Sanchaung Township, Yangon, Myanmar
July to September 2021	To finish Chapters IV and V
23rd September 2021	Thesis Final Defense

Data Analysis

In this research study, the researcher was carried out the following statistical analyses based on the research objectives.

Research Objective 1

For Research Objective 1, mean (*M*) and standard deviation (*SD*) was calculated to determine the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Objective 2

For Research Objective 2, mean (*M*) and standard deviation (*SD*) was calculated to determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Objective 3

For Research Objective 3, mean (*M*) and standard deviation (*SD*) was calculated to determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Objective 4

For Research Objective 4, multiple correlation coefficient analysis was applied to determine whether there is a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Summary of the Research Process

The research process of this study is summarized in Table 13.

Table 13

Summary of the Research Process

Research objectives	Source of data or sample	Data collection method of research instrument	Method of data analysis
1. To determine the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar	25 Grades 10 and 60 Grade 11 students from the Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar	Students' Motivation, Perception of Teachers' Effectiveness and Self-Efficacy for Learning English as a Foreign Language Questionnaire	Descriptive statistics (mean and standard deviation)

(continued)

(continued)

Research objectives	Source of data or sample	Data collection method of research instrument	Method of data analysis
2. To determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar 3. To determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar	25 Grades 10 and 60 Grade 11 from the Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar	Students' Motivation, Perception of Teachers' Effectiveness and Self-Efficacy for Learning English as a Foreign Language Questionnaire	Descriptive statistics (means and standard deviations)
4. To determine whether there is a significant relationship of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar	25 Grades 10 and 60 Grade 11 from the Mingalar Education Center Private High School, Sanchaung Township, Yangon, Myanmar	Students' Motivation, Perception of Teachers' Effectiveness and Self-Efficacy for Learning English as a Foreign Language Questionnaire	Correlational analysis (multiple correlation coefficient)

      In this chapter, the researcher presented the research design, population, sample, research instrument, data collection, data analysis, and the summary of the research process of this study. In next chapter, the researcher will report the findings of the current quantitative research study of Grade 10 and Grade 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

CHAPTER IV

RESEARCH FINDINGS

In Chapter 3, the researcher presented the research design, population, sample, research instrument, data collection, data analysis, and the summary of the research process of this study. In this chapter, the researcher reports the findings obtained from the implementation of this quantitative study of Grade 10 and Grade 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. A total of 82 Grade 10 and 11 students from the Mingalar Education Center Private High School participated in the survey. The findings are organized by research objectives, and all findings are shown in tables and reported separately for the overall response of each objective.

Main Findings

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

Research Objective 1

The first research objective was to determine the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

In order to measure the levels of Grades 10 and 11 students' motivation for learning

English as a foreign language, the researcher used Part I of the "Students' Motivation, Perception of Teacher Effectiveness and Self-efficacy for Learning English as a Foreign Language Questionnaire". As mentioned in Chapter III, Part I of the questionnaire was adapted from three subscales from motivation for learning which was adapted from Attitude/Motivational Test Battery (AMTB). Those subscales are known as motivational intensity, desire to learn English, and attitude towards learning English with a total of 30 questionnaires items. There were 10 items for each subscale with five positively worded items and five negatively worded items respectively (see Appendix A). In order to investigate this objective, the researcher used a 7-point Likert scale with the target students selecting one out of six choices from (1 = strongly disagree, 2 = moderately disagree, 3 = slightly disagree, 5= slightly agree, 6 = moderately agree, 7 = strongly agree). The score and interpretation scales of motivation for learning English as a foreign language ranging from 1.00 - 2.00 (very low), 2.00 - 3.00(moderately low), 3.01 – 4.00(slight low), 4.01 – 5.00 (slightly high), 5.01 – 6.00 (moderately high), 6.01-7.00 (very high) for each (see Table 4 from Chapter III). The researcher used descriptive statistics in order to measure and determine the findings of Research Objective 1. Table 14 presents the mean scores, standard deviations, and interpretations of the Grades 10 and 11 students' motivation for learning English as a foreign language overall mean scores of two grades.

Table 14

Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students'
Motivation for Learning English as a Foreign Language

	Grade 10			Grade 11			Grades 10 and 11		
Variable	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
Motivation for learning English as a foreign language	5.88	.74	Moderately high	6.05	.92	Very high	6.09	.73	Very high

(Continued)

(Continued)

Variable	Grade 10			Grade 11			Grade 10 and 11		
	M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
Motivational intensity	5.88	.74	Moderately high	5.94	1.20	Moderately high	6.05	.75	Very high
Desire to learn English	5.90	.76	Moderately high	6.12	.87	Very high	6.15	.71	Very high
Attitudes toward learning English	5.85	.72	Moderately high	6.10	.85	Very high	6.07	.72	Very high

As presented in Table 14, the Grade 10 students showed moderately high motivation for learning English as a foreign language and Grade 11 students had a very high motivation for learning EFL. Table 14 presents the overall means and standard deviations of the Grades 10 and 11 students' motivation for learning English as a foreign language. The overall mean score was 6.09 and according to interpretation, the mean score indicates a very high level of motivation since the score was between 6.01- 7.00. Table 14 also presents the total mean scores of the three subscales of Grades 10 and 11 students' motivation for learning English as a foreign language.

As presented in Table 14, all the subscales from two grades combination can be interpreted as very high since the mean scores were over 6.01 (for the further accurate information relating to the interpretation of the mean score refers to Table 4, page 53 of Chapter 3). The mean scores for the three subscales of Grades 10 and 11 students' motivation for learning English as a foreign language were as follows. For motivational intensity, the mean was 6.05 which can be interpreted as very high. As for the desire to learn English, the mean was 6.15 which can also interpret as very high. As for attitude toward learning English, the mean was 6.07

which can also be interpreted as very high. Overall, in the three subscales, the Grades 10 and 11 students' desire to learn English had the highest mean score. In addition, the findings of the three subscales of motivation for learning English as a foreign language are reported in the following Tables 15, 16, and 17.

Motivational Intensity (MI). This subscale measured how much effort the students use in learning EFL in order to achieve their goals. Table 15 displays the mean scores, standard deviations, and interpretation of the level of motivational intensity held by Grade 10 students and Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 15, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 4, 10, 16, 22, and 28) were reversed coded.

Table 15

The Grade 10 students and Grade 11students' Mean Scores, Standard Deviations and Interpretations of the MI Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
1	I make a point of trying to understand all the English I see and hear	5.67	.63	Moderately high	6.14	.89	Very high	6.00	.85	Moderately high
4	I do not pay much attention to the feedback I receive in my English class	5.96	.75	Moderately high	6.02	.98	Very high	6.20	.64	Very high
7	I keep up to date with English by working on it almost every day	5.96	.46	Moderately high	5.79	1.04	Moderately high	5.98	.75	Moderately high
10	I do not bother checking my assignments when I get them back from my English teacher	5.75	.79	Moderately high	5.93	1.16	Moderately high	6.11	.72	Very high
13	When I have a problem understanding something in English class, I always ask my teacher for help	5.88	.74	Moderately high	5.98	.90	Moderately high	6.11	.65	Very high
16	I put off my English homework as much as possible.	6.08	.77	Very high	5.71	1.37	Moderately high	6.12	.73	Very high
19	I really work hard to learn English	5.92	.83	Moderately high	5.88	.84	Moderately high	5.93	.77	Moderately high

(Continued)

(Continued)

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
22	I tend to give up and not pay attention when I do not understand my English teachers' explanation of something	5.79	.78	Moderately high	5.95	1.06	Moderately high	6.02	.80	Very high
25	When I am studying English, I ignore distractions and pay attention to my task	6.00	.88	Moderately high	6.00	.91	Moderately high	6.07	.76	Very high
28	I cannot be bothered trying to understand the more complex aspects of English	5.79	.72	Moderately high	6.00	.99	Moderately high	5.94	.79	Moderately high
	Overall	5.88	.74	Moderately high	5.94	1.02	Moderately high	6.05	.75	Very high

Note. See Table 4 (p. 52) for the interpretation table.

As presents in Table 15, both Grades 10 and 11 students had moderately high motivational intensity for learning English as a foreign. Table 16 presents the overall mean scores, standard deviations, and interpretation of the level of motivation intensity held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 16, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 4, 10, 16, 22, and 28) were reversed coded.

According to Table 15, the level of Grades 10 and 11 students' motivational intensity for learning English as a foreign language was found to be very high. The mean scores of the questionnaire items 4, 10, 13, 16, 22, 25 can be interpreted as very high since the mean scores were within the range of 6.01- 7.00. Moreover, the mean scores of the questionnaire items 1, 7, 19, 28 can be interpreted as moderately high because the mean scores were within the range of 5.01- 6.00. Overall, the mean score of students' motivational intensity was 6.05, which can be interpreted as very high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar had very high motivational intensity.

Desire to Learn English (DTLE). This subscale measured the level of students' willingness to learn the EFL in order to achieve their target goals. Table 16 displays the mean scores, standard deviations, and interpretation of the level of desire to learn English held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 16, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 5, 11, 17, 23, and 29) were reversed coded.

Table 16 presents the overall mean scores, standard deviations, and interpretation of the level of desire to learn EFL held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 18, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 5, 11, 17, 23, and 29) were reversed coded

Table 16

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the DTLE Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
2	I have a strong desire to know all aspects of English	6.25	.74	Very high	6.17	.97	Very high	6.41	.54	Very high
5	Knowing English isn't really an important goal in my life	5.79	.78	Moderately high	6.22	.92	Very high	6.27	.65	Very high
8	If it were up to me, I would spend all of my time learning English	5.67	.56	Moderately high	5.76	1.12	Moderately high	5.90	.76	Moderately high
11	I sometimes daydream about dropping English	5.83	.81	Moderately high	6.05	.96	Very high	6.13	.73	Very high
14	I want to learn English so well that it will become natural to me	6.00	.93	Moderately high	6.14	.71	Very high	6.07	.70	Very high
17	I'm losing any desire I ever had to know English	6.04	.62	Very high	6.29	.77	Very high	6.22	.74	Very high
20	I would like to learn as much English as possible	5.96	.80	Moderately high	6.14	.76	Very high	6.17	.64	Very high
23	To be honest, I really have no desire to learn English	5.75	.79	Moderately high	6.12	.73	Very high	6.04	.74	Very high
26	I wish I were fluent in English	5.96	.75	Moderately high	6.29	.68	Very high	6.20	.71	Very high
29	I haven't any great wish to learn more than the basics of English	5.83	.76	Moderately high	6.09	1.03	Very high	6.09	.88	Very high
	Overall	5.90	.69	Moderately high	6.10	.84	Very high	6.15	.71	Very high

Note. See Table 4 (p. 52) for the interpretation table.

As presents in Table 16, the Grade 10 students displayed a moderately high desire to learn EFL and Grade 11 students had a very high desire to learn EFL. According to Table 16, the level of Grades 10 and 11 students' desire to learn English as a foreign language was found to be very high. The mean scores of the questionnaire items 2, 5, 11, 14, 17, 20, 23, 26, and 29 can be interpreted as very high because the mean scores were within the range of 6.01- 7.00. On the other hand, only the mean score of the questionnaire item 8 can be interpreted as moderately high because the mean scores were within the range of 5.01- 6. 00. Overall, the mean score of students' desires to learn English was 6.15, which is interpreted as very high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar had a very high desire to learn English as a foreign language.

Attitudes Toward Learning English (ATLE). This subscale measured how the students are happy or enjoy their EFL learning classroom in order to achieve their target goals. Table 19 displays the mean scores, standard deviations, and interpretation of the level of attitude toward learning English held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 17, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 6, 12, 18, 24, and 30) were reversed coded. Table 17 also presented the overall mean scores, standard deviations, and interpretation of the level of attitude toward learning English held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 17, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 6, 12, 18, 24, and 30) were reversed coded.

Table 17

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the ATLE Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
3	Learning English is really great	5.96	.80	Moderately high	6.31	.65	Very high	6.23	.69	Very high
6	I hate English	5.75	.79	Moderately high	6.26	.73	Very high	6.20	.71	Very high
9	I really enjoy learning English	5.88	.74	Moderately high	6.17	.79	Very high	6.11	.77	Very high
12	I would rather spend my time on subjects other than English	5.83	.70	Moderately high	5.60	1.22	Moderately high	5.89	.75	Moderately high
15	English is a very important part of the school program	6.04	.69	Very high	6.28	.81	Very high	6.24	.69	Very high
18	Learning English is a waste of time	5.88	.74	Moderately high	6.14	.76	Very high	6.06	.76	Very high
21	I plan to learn as much English as possible	5.92	.72	Moderately high	6.16	.69	Very high	6.10	.70	Very high
24	I think that learning English is dull	5.75	.74	Moderately high	5.88	1.03	Moderately high	6.04	.71	Very high
27	I love learning English	5.71	.55	Moderately high	6.03	.88	Very high	5.76	.69	Moderately high
30	When I leave school, I will give up the study of English because I am not interested in it	5.88	.74	Moderately high	6.21	.74	Very high	6.13	.73	Very high
	Overall	5.85	.72	Moderately high	6.10	.84	Very high	6.07	.72	Very high

Note. See Table 4 (p. 52) for the interpretation table.

As reported in Table 17, the Grades 10 students had a moderately high and positive attitude toward EFL, and Grade 11 students had a very high and positive attitude toward learning EFL. According to Table 17, the total mean score of Grades 10 and 11 students' attitude toward learning English as a foreign language was found to be 6.07 and can be interpreted as very high because the mean scores were within the range of 6.01- 7.00. As presented in the table, most of the mean scores of the questionnaire items can be interpreted as very high. The mean scores of the questionnaire items 3, 6, 9, 15, 18, 21, 24, and 30 can be interpreted as very high because the mean scores were within the range of 6.01- 7.00. Moreover, the mean scores of the questionnaire items 12 and 17 can be interpreted as moderately high because the mean scores were within the range of 5.01- 6.00. Overall, the mean score of students' attitudes toward learning English as a foreign language was 6.07, which can be interpreted as very high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar had a very high attitude toward learning English as a foreign language.

Research Objective 2

The second research objective was to determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

In order to measure the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language, the researcher used Part II of the Students' Motivation, Perception of Teacher Effectiveness and Self-efficacy for Learning English as a Foreign Language Questionnaire. As mentioned in Chapter III, Part II of the questionnaire is adapted from one of the subscales from the attitude toward learning situation of Attitude Motivation Test Battery (AMTB). This subscale is named as English teacher evaluation

with 10 questionnaire items with five positively worded items and five negatively worded items

(see Appendix A). In order to investigate this objective, the researcher used the 7-point Likert

scale ranging, and target students selected one out of six choices from (1 = strongly disagree, 2 =

moderately disagree, 3 = slightly disagree, 5= slightly agree, 6 = moderately agree, 7 = strongly

agree). The score and interpretation scales of motivation for learning English as a foreign

language ranging from 1.00 - 2.00 (Very low), 2.00 - 3.00(Moderately low), 3.01 – 4.00(Slight

low), 4.01 – 5.00 (Slightly high), 5.01 – 6.00 (Moderately high), 6.01-7.00 (Very high) for each

(see Table 7 from Chapter III). Table 18 presents the mean scores, standard deviations, and

interpretations of the Grades 10 and 11 students' perception of teachers' effectiveness for

learning English as a foreign language.

Table 18

Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students'

Perception of Teachers' Effectiveness for Learning English as a Foreign Language

	Grade 10			Grade 11			Grades 10 and 11		
Variable	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
English Teacher Evaluation	5.91	.69	Moderately high	5.96	.79	Moderately high	5.98	.75	Moderately high

Table 18 presents the overall means and standard deviations of the Grades 10 and 11

students' perception of their teachers' effectiveness in language teaching. The overall mean score

for Grades 10 and 11 students' perception of their teacher effectiveness was 5.98 and according

to interpretation, the mean score can be interpreted as moderately high since the score was

between 5.01- 6.00. For Grade 10 students' perception of their teacher effectiveness, the mean

was 5.91 which can be interpreted as moderately high. As for the Grade 11 students' perception of their teacher effectiveness, the mean was 5.96 which can also interpret as moderately high.

English Teacher Evaluation (ETE). This subscale was designed to measure the students' perception and their attitude toward their language teacher. Table 19 displays the mean scores, standard deviations, and interpretation of the level of English teacher evaluation held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon. In Table 19, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 32, 34, 36, 38, and 40) were reversed coded. Table 19 also presented the overall means, standard deviations, and interpretation of the level of perception toward their teachers' effectiveness held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In Table 23, in order to standardize the directionality of the interpretation, all negatively worded items (i.e., Items 32, 34, 36, 38, and 40) were reversed coded.
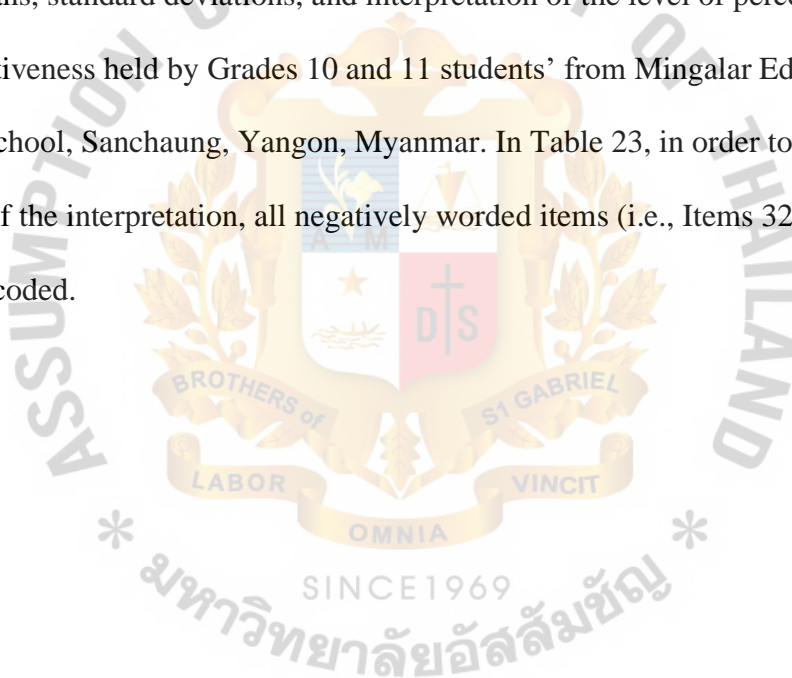
Table 19

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the ETE Subscale Items Myanmar.

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
31	I look forward to going to class because my English teacher is so good.	5.67	.64	Moderately high	6.07	.91	Very high	6.05	.75	Very high
32	I do not think my English teacher is very good.	5.83	.64	Moderately high	6.00	.74	Moderately high	6.00	.68	Moderately high
33	My English teacher is better than any of my other teachers.	5.88	.79	Moderately high	5.78	.72	Moderately high	5.89	.70	Moderately high
34	The less I see of my English teacher, the better.	5.92	.77	Moderately high	6.21	.72	Very high	6.13	.73	Very high
35	My English teacher has a dynamic and interesting teaching style.	5.58	.58	Moderately high	5.93	.87	Moderately high	5.83	.81	Moderately high
36	My English teacher is one of the least pleasant people I know.	6.04	.80	Very high	5.95	.94	Moderately high	5.98	.90	Moderately high
37	My English teacher is a great source of inspiration to me.	6.13	.61	Very high	5.88	.75	Moderately high	5.96	.71	Moderately high

(Continued)

(Continued)

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
38	I would prefer to have a different English teacher.	5.92	.71	Moderately high	5.78	.83	Moderately high	5.88	.77	Moderately high
39	I really like my English teacher.	6.08	.71	Very high	5.93	.67	Moderately high	5.99	.67	Moderately high
40	My English teacher does not present materials in an interesting way.	6.04	.62	Very high	6.10	.71	Very high	6.09	.69	Very high
	Overall	5.90	.69	Moderately high	5.96	.79	Moderately high	5.98	.75	Moderately high

Note. See Table 4 (p. 52) for the interpretation table.

As indicated in Table 19, both of the Grades 10 and 11 students had moderately high and positive perceptions toward their language teacher and their teachers' effectiveness.

According to Table 19, the level of Grades 10 and 11 students' perception and their attitude toward their English as a foreign language teacher was found to be moderately high. As presented in the table, most of the mean scores of the questionnaire items can be interpreted as moderately high. The mean scores of the questionnaire items 32, 33, 35, 36, 37, 38, and 39 can be interpreted as moderately high while the mean scores of the questionnaire items 31, 34, and 40 can be interpreted as very high. Overall, the mean score of students' perceptions and their attitude toward their English as a foreign language teacher was 5.98, which can interpret as moderately high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar have a moderately high and positive opinion and their positive attitude toward their English as a foreign language teacher.

Research Objective 3

The third research objective was to determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

In order to measure the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language, the researcher used Part III of the Students' Motivation, Perception of Teacher Effectiveness, and Self-efficacy for Learning English as a Foreign Language Questionnaire. As mentioned in Chapter III, Part III of this questionnaire was adapted from the Questionnaire for English Self-Efficacy (QESE) by Wang and his team which was composed of 32 positively worded items. This questionnaire was used to measure and analyze the students' self-efficacy for learning EFL in four language macro-skills: self-efficacy for listening (8 items), self-efficacy for speaking (8 items), self-efficacy for reading (8 Items), and

self-efficacy for writing (8 items) with the total number of 32 items (see the items in Appendix A). In order to investigate this objective, the researcher used the 7-point Likert scale ranging, and target students selected one out of seven choices from (1 = *I am totally unable to do this*, 2 = *I am unable to do this*, 3 = *I am possibly unable to do this*, 4= *I am possibly able to do this*, 5= *I am basically and in principle able to do this*, 6 = *I am able to do this*, 7 = *I am able to do this well*) for each (see Table 9 from Chapter III). Table 24 shows the mean scores, standard deviations, and interpretations of the Grades 10 and 11 students' self-efficacy for learning English as a foreign language.

Table 20

Mean Scores, Standard Deviations and Interpretations of the Grades 10 and 11 Students' Self-Efficacy for Learning English as a Foreign Language

	Grade 10			Grade 11			Grades 10 and 11		
Variable	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
Questionnaire for English Self-Efficacy	5.63	1.98	Moderately high	5.77	.88	Moderately high	5.72	.93	Moderately high
Self-efficacy for listening	5.58	.86	Moderately high	5.76	.88	Moderately high	5.72	.88	Moderately high
Self-efficacy for speaking	5.49	.88	Slightly high	5.83	.85	Moderately high	5.75	.85	Moderately high
Self-efficacy for reading	5.91	1.69	Moderately high	5.78	.89	Moderately high	5.74	.87	Moderately high
Self-efficacy for writing	5.53	.81	Moderately high	5.70	.91	Moderately high	5.69	.86	Moderately high

Table 20 presents the overall means and standard deviations of the Grades 10 and 11 students' self-efficacy for learning English as a foreign language. The overall mean score was 5.72 and according to interpretation, the mean score can interpret as moderately high since the score was between 5.51- 6.50. Table 24 also presents the total mean scores of the four subscales of Grades 10 and 11 students' self-efficacy for learning English as a foreign language.

As presented in Table 20, all the subscales can be interpreted as moderately high since the mean scores are over 5.51 (for the further accurate information relating to the interpretation of the mean score refers to Table 9, page 57 of Chapter 3). The mean scores for the four subscales of Grades 10 and 11 students' self-efficacy for learning English as a foreign language were as mean score for self-efficacy for listening was 5.72 which can interpret as moderately high, as mean score for self-efficacy for speaking was 5.75 which can also interpret as moderately high, as mean score for self-efficacy for reading was 5.74 which can also interpret as moderately high and as mean score for self-efficacy for writing was 5.69 which can also interpret as moderately high. In overall, from the four subscales, Grades 10 and 11 students' self-efficacy for speaking had the highest mean score. In addition, the findings of the four subscales of self-efficacy for learning English as a foreign language are reported in the following Tables 25, 26, and 27.

Self-efficacy for Listening. Table 21 displays the mean scores, standard deviations, and interpretation of the level of self-efficacy for listening held by Grade 10 and Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon.

Table 21 presented the overall mean scores, standard deviations, and interpretation of the level of self-efficacy for listening EFL held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 21

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the Self-efficacy for Listening Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	SD	Interpretation	M	SD	Interpretation	M	SD	Interpretation
41	Can you understand stories told in English?	5.88	.79	Moderately high	5.79	.93	Moderately high	5.82	.89	Moderately high
43	Can you understand American TV programs (in English)?	5.63	.49	Moderately high	5.62	.83	Moderately high	5.66	.72	Moderately high
49	Can you understand radio programs in English-speaking countries?	6.04	.62	Moderately high	5.62	.93	Moderately high	5.78	.86	Moderately high
50	Can you understand English-language TV programs?	5.58	.83	Moderately high	5.62	.79	Moderately high	5.62	.79	Moderately high
55	Can you understand English dialogs (audio recordings) about everyday school matters?	5.54	.83	Moderately high	5.90	.83	Moderately high	5.79	.84	Moderately high
62	Can you understand English films without subtitles?	5.13	1.19	Slightly high	5.86	.96	Moderately high	5.67	1.06	Moderately high
64	Can you understand English songs?	5.54	.88	Moderately high	5.69	.88	Moderately high	5.65	.88	Moderately high
67	Can you understand telephone numbers spoken in English?	5.33	1.00	Slightly high	6.00	.89	Moderately high	5.80	.97	Moderately high
	Overall	5.58	.85	Moderately high	5.76	.88	Moderately high	5.72	.88	Moderately high

Note. See Table 9 (p. 57) for the interpretation table.

As presented in Table 21, both of the Grades 10 and 11 students had moderately high and self-efficacy for listening EFL. According to Table 21, the level of Grades10 and 11 students' self-efficacy for learning English as a foreign language as a listening skill was found to be moderately high. All the mean scores of the questionnaire items can be interpreted as moderately high because the mean scores were within the range of 5.51- 6.05. Overall, the mean score of students' self-efficacy for listening was 5.72, which can interpret as moderately high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar have a moderately high self-efficacy for learning English as a foreign language as a listening skill.

Self-efficacy for Speaking. Table 22 displays the mean scores, standard deviations, and interpretation of the level of self-efficacy for speaking held by Grade 10 and Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon.

Table 22 presented the overall mean scores, standard deviations, and interpretation of the level of self-efficacy for speaking EFL held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 22

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the Self-efficacy for Speaking Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grades 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
44	Can you describe your school to other people in English?	5.96	.55	Moderately high	5.79	.85	Moderately high	5.84	.77	Moderately high
46	Can you describe the way to the school from the place where you live in English?	6.00	1.24	Moderately high	5.69	.96	Moderately high	5.76	.81	Moderately high
48	Can you tell a story in English?	5.58	.65	Moderately high	5.83	.93	Moderately high	5.79	.81	Moderately high
57	Can you ask your teacher questions in English?	5.63	.97	Moderately high	5.81	.92	Moderately high	5.76	.93	Moderately high
59	Can you introduce your teacher (to someone else) in English?	5.42	.83	Slightly high	5.81	.90	Moderately high	5.70	.89	Moderately high
60	Can you discuss subjects of general interest with your fellow students (in English)?	5.38	.87	Slightly high	5.69	.92	Moderately high	5.60	.91	Moderately high
63	Can you answer your teachers' questions in English?	5.63	.64	Moderately high	5.86	.84	Moderately high	5.79	.79	Moderately high
70	Can you introduce yourself in English?	5.75	.73	Moderately high	5.83	.88	Moderately high	5.80	.83	Moderately high
	Overall	5.91	1.69	Moderately high	5.78	.89	Moderately high	5.75	.85	Moderately high

Note. See Table 9 (p. 57) for the interpretation table.

As presented in Table 22, both of the Grade 10 students and Grade 11 students had moderately high and self-efficacy for speaking EFL.

According to Table 22, the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language as a speaking skill was found to be moderately high. All the mean scores of the questionnaire items can be interpreted as moderately high because the mean scores were within the range of 5.51- 6.05. Overall, the mean score of students' self-efficacy for listening was 5.75, which can interpret as moderately high. In conclusion, it can be seen that Grade 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar have a moderately high self-efficacy for learning English as a foreign language as a speaking skill.

Self-efficacy for Reading. Table 23 displays the mean scores, standard deviations, and interpretation of the level of self-efficacy for reading held by Grade 10 and Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon.

Table 23 presented the overall mean scores, standard deviations, and interpretation of the level of self-efficacy for reading EFL held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 23

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the Self-efficacy for Reading Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
42	Can you do homework/home assignments alone when they include reading English texts?	5.79	.50	Moderately high	5.72	.87	Moderately high	5.77	.75	Moderately high
52	Can you guess the meaning of unknown words when you are reading an English text?	5.33	.81	Slightly high	5.64	.93	Moderately high	5.55	.90	Moderately high
56	Can you understand messages or news items in English on the internet?	5.67	1.12	Moderately high	5.84	.74	Moderately high	5.80	.86	Moderately high
61	Can you read short English narratives?	5.33	.86	Slightly high	5.78	.81	Moderately high	5.65	.85	Moderately high
65	Can you read English-language newspapers?	5.42	1.13	Slightly high	5.95	.80	Moderately high	5.79	.93	Moderately high
66	Can you find out the meanings of new words using a monolingual dictionary?	5.38	.87	Slightly high	6.03	.81	Moderately high	5.84	.88	Moderately high
69	Can you understand English articles on Myanmar culture?	5.46	.83	Slightly high	5.88	.99	Moderately high	5.76	.96	Moderately high
72	Can you understand new reading materials (e.g, news from the English magazine) selected by your teacher?	5.54	.72	Moderately high	5.86	.80	Moderately high	5.77	.79	Moderately high
	Overall	5.49	.88	Slightly high	5.83	.85	Moderately high	5.74	.87	Moderately high

Note. See Table 9 (p. 57) for the interpretation table.

As presented in Table 23, Grade 10 students showed slightly high self-efficacy in reading and Grade 11 students showed moderately high self-efficacy for reading EFL.

According to Table 23, the level of Grades 10 and 11 students' self-efficacy for reading English as a foreign language was found to be moderately high. All the mean scores of the questionnaire items can be interpreted as moderately high because the mean scores were within the range of 5.51- 6.05. Overall, the mean score of students' self-efficacy for listening was 5.74, which can interpret as moderately high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar have a moderately high self-efficacy for learning English as a foreign language as a reading skill.

Self-efficacy for Writing. Table 24 displays the mean scores, standard deviations, and interpretation of the level of self-efficacy for writing held by Grade 10 and Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon.

Table 24 presented the overall mean scores, standard deviations, and interpretation of the level of self-efficacy for writing EFL held by Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 24

The Grade 10 and 11 Students' Mean Scores, Standard Deviations, and the Interpretation of the Self-efficacy for Writing Subscale Items

Item No.	Item statements	Grade 10			Grade 11			Grade 10 and 11		
		M	*SD*	Interpretation	*M*	*SD*	Interpretation	*M*	*SD*	Interpretation
45	Can you compose messages in English on the internet (Facebook, Twitter, Viber, etc.)?	5.71	.55	Moderately high	5.83	.94	Moderately high	5.79	.84	Moderately high
47	Can you write a text in English?	5.96	.69	Moderately high	5.69	.92	Moderately high	5.84	.74	Moderately high
51	Can you leave a note for another student in English?	5.29	.75	Slightly high	5.76	.88	Moderately high	5.67	.84	Moderately high
53	Can you form new sentences from words you have just learned?	5.58	1.01	Moderately high	5.66	.71	Moderately high	5.66	.78	Moderately high
54	Can you write e-mails in English?	5.17	.91	Slightly high	5.64	.89	Moderately high	5.54	.87	Moderately high
58	Can you produce English sentences with idiomatic phrases?	5.42	.97	Slightly high	5.43	1.09	Slightly high	5.46	1.02	Moderately high
68	Can you write diary entries in English?	5.38	.82	Slightly high	5.78	.93	Moderately high	5.66	.91	Moderately high
71	Can you write an essay in about two pages about your teacher in English?	5.79	.72	Moderately high	5.90	.89	Moderately high	5.87	.84	Moderately high
	Overall	5.53	.81	Very high	5.70	.91	Moderately high	5.69	.86	Moderately high

Note. See Table 9 (p. 57) for the interpretation table.

As presented in Table 24, Grade 10 students showed slightly high self-efficacy in writing and Grade 11 students showed moderately high self-efficacy for writing EFL.

According to Table 24, the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language as a writing skill was found to be moderately high. All the mean scores of the questionnaire items can be interpreted as moderately high because the mean scores were within the range of 5.51- 6.05. Overall, the mean score of students' self-efficacy for listening was 5.75, which can be interpreted as moderately high. In conclusion, it can be seen that Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar have a moderately high self-efficacy for learning English as a foreign language as writing skill.

Research Objective 4

To determine whether there is a significant relationship between Grades 10 and 11 students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. In order to measure research objective 4, the researcher used correlational analysis (using multiple correlation coefficients). As the first step, the researcher calculates bivariate correlations between the students' motivation for learning English as a foreign language and students' perception with their teachers' effectiveness for learning English as a foreign language (independent variables of this study) and the students' self-efficacy for learning English as a foreign language (dependent variable of this study) concerning to Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 25 presents the bivariate correlation among motivation for learning English as a foreign language, perception of teachers' effectiveness for learning English as a foreign

language, and self-efficacy for learning English as a foreign language of Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Table 25

Bivariate Correlations Between Students' Motivation for Learning English as a Foreign and Perception of Teachers' Effectiveness with Self-Efficacy for Learning English as a Foreign Language

Variables	1	2	3
1. Motivation for learning English as a foreign language	-		
2. Perception of teachers' effectiveness for learning English as a foreign language	.40** (< .001)	-	
3. Self-efficacy for learning English as a foreign language	.41** (< .001)	.31** (< .001)	-

Note. **. indicates a statistically significant relationship (statistical significance level at *p*= .05, two-tailed) while *p*-value appears within parentheses below the correlation coefficients.

Table 25 identified that there is a significant relationship of motivation for learning English as a foreign language, perception of teachers' effectiveness for learning English as a foreign language, and self-efficacy for learning English as a foreign language of Grades 10 and 11 students from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar at .05 level.

An examination of the bivariate correlations between independent variables from this study (i.e., motivation for learning English as a foreign language and perception of teachers' effectiveness for learning English as a foreign language), indicated that Grades 10 and 11 students' motivation for learning English as a foreign language is correlated significantly, moderately strongly and positively with their perception toward teachers' effectiveness for learning English as a foreign language (r = .40, p < .001), at a significant level of .05. The

coefficient of determination (r2) for these variables is .16, which indicates that 16% of the variance in Grades 10 and 11 students' perception toward teachers' effectiveness for learning English as a foreign language could be accounted for by Grades 10 and 11 students' motivation for learning English as a foreign language.

Similarly, Grades 10 and 11 students' motivation for learning English as a foreign language is correlated significantly, moderately strongly and positively with self-efficacy for learning English as a foreign language (r = .411. p < .001), at a significant level of .05. The coefficient of determination (r2) for these variables is .16, which indicates that 16% of the variance in Grades 10 and 11 students' self-efficacy for learning English as a foreign language could be accounted for by Grades 10 and 11 students' motivation for learning English as a foreign language.

Further, the examination of the research finding from Table 25 reveals that Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language correlated significantly, positively, and weakly with their self-efficacy for learning English as a foreign language (r = .306, p < .001) at a significant level of .05. The coefficient of determination (r2) for these variables is .09, which indicates that 9% of the variance in Grades 10 and 11 students' self-efficacy for learning English as a foreign language could be accounted for by students' perception of teachers' effectiveness for learning English as a foreign language.

When dealing with multiple independent variables and single dependent variables, correlation analysis using multiple correlations is useful. Multiple correlational coefficients were needed for further calculation since both independent variables from this study were significantly correlated with the dependent variable. Table 34 displays the multiple correlation analysis (using multiple correlational coefficients) in this study.

Table 26

Multiple Correlation Coefficient Analysis Between Students' Motivation for Learning English as a Foreign and Perception of Teachers' Effectiveness with Self-Efficacy for Learning English as a Foreign Language

Independent variables	R	R^2	df	F	p
Students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language	.44	.19	2, 79	9.46	.000

Table 26 indicated that there was a significant, positive, and moderately strong relationship between students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language ($R = .44$, $p < .01$) at .05 significance level. In the table, it is also showed that the independent variables (motivation for learning English as a foreign language and their perception toward teachers' effectiveness for learning English as a foreign language) explained 19% of the variance of dependent variable; self-efficacy for learning English as a foreign language ($R^2 = .19$, $F (2,79) = 9.46$, $p < .01$). The other 81% of the variance of self-efficacy for learning English as a foreign language is explained by other factors.

In this chapter, the researcher presented the study findings of the relationship of students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language. In the next chapter (Chapter V), the researcher will discuss the major findings presented above, the conclusions from the findings, research objectives, and hypothesis, and finally make recommendations to different stakeholders.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMMENDATIONS

This chapter presents a summary of the study and the finding from the hypothesis. Further, it also presents major findings, the conclusions from the findings, discussion about the importance of the finding, in relation to the research objectives and hypothesis findings. Finally, the chapter will present the recommendations to teachers, students, administrators, and future researchers in connection with the relationship among Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Summary of the Study

The major purposes of this current study were the following: (a) to determine whether there is a significant relationship of Grade 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. For this purpose, a quantitative correlational research design was used in order to investigate the relationship between students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language. The total population of this study was 82 Grades 10 and 11 students (24 students from Grade 10 and 58 students from Grade 11) who were studying at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Moreover, this study also worked toward addressing four research objectives and one hypothesis. The following were the research objectives of this study.

1. To determine the level of Grades 10 and 11students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

2. To determine the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

3. To determine the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

4. To determine whether there is a significant relationship between Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

To determine the level of students' motivation for learning English as a foreign language, perception of teachers' effectiveness and self-efficacy for learning English as a foreign language means and standard deviations were used. In order to address the research hypothesis of the current study, the researcher implemented correlational analysis (using multiple correlational coefficients). The Students' Motivation, Perception of Teacher Effectiveness and Self-efficacy for Learning English as a Foreign Language Questionnaire was used in order to measure the levels of students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language. All the data

collected from Grades 10 and 11 using the questionnaire was analyzed to determine whether there is a significant relationship between the variables.

Summary of the Findings

This section presents the findings obtained from the data collection and analysis. The research findings are presented by objectives as follows.

Research Objective 1

Regarding to Research Objective 1, the following findings were obtained.

Firstly, the level of Grade 10 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. It was found out that the mean level of students' motivation for learning English as a foreign language indicates moderately high. All the mean scores for the three subscales of Grade 10 students' motivation for learning English as a foreign language, motivational intensity, the desire to learn English, and attitude toward learning English were interpreted as moderately high and positive, respectively.

Second, the level of Grade 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. It was found out that the mean level of students' motivation for learning English as a foreign language indicates very high. From the mean scores for individual subscales of motivation for learning English as a foreign language, the motivational intensity was interpreted as moderately high, while the desire to learn EFL and attitudes toward learning EFL were interpreted as very high and positive, respectively.

Third, the level of Grades 10 and 11 students' motivation for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. It was found out that the mean level of students' motivation for learning English as a foreign

language indicates very high. All the mean scores for the three subscales of Grades 10 and 11 students' motivation for learning English as a foreign language, motivational intensity, the desire to learn English, and attitude toward learning English were very high also.

Research Objective 2

Regarding Research Objective 2, the following findings were obtained.

First, the level of Grade 10 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of students' perception of teachers' effectiveness for learning English as a foreign language was moderately high.

Second, the level of Grade 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of students' perception of teachers' effectiveness for learning English as a foreign language was moderately high.

Third, the level of Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language in Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of students' perception of teachers' effectiveness for learning English as a foreign language was moderately high.

Research Objective 3

Regarding Research Objective 2, the following findings were obtained.

First, the level of Grade 10 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of the students' self-efficacy for learning English as a foreign language was moderately high. Moreover, the means scores of the three skills of self-efficacy for learning (self-efficacy for listening, self-efficacy for reading, self-efficacy for

writing) were also moderately high, while the mean score of self-efficacy for speaking can be interpreted as slightly high.

Second, the level of Grade 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of the students' self-efficacy for learning English as a foreign language was moderately high. Moreover, the means scores of the four skills of self-efficacy for learning (self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, self-efficacy for writing) were also moderately high.

Third, the level of Grades 10 and 11 students' self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The finding results indicated that the mean level of the students' self-efficacy for learning English as a foreign language was moderately high. Moreover, the means scores of the four skills of self-efficacy for learning (self-efficacy for listening, self-efficacy for speaking, self-efficacy for reading, self-efficacy for writing) were also moderately high.

Research Objective 4

The fourth objective was to determine whether there is a significant relationship between Grades 10 and 11 students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The results showed that there is a significant, positive, and strong relationship between the independent variables (motivation for learning English as a foreign language and their perception toward teachers' effectiveness for learning English as a foreign language) with the dependent variable (self-efficacy for learning English as a foreign language).

The results of this study indicate that the Grades 10 and 11 students' motivation for learning English as a foreign language is correlated significantly, moderately strong, and

positively with their perception toward teachers' effectiveness for learning English as a foreign language. Moreover, the results of this study indicate that the Grades 10 and 11 students' motivation for learning English as a foreign language is correlated significantly, moderately strong, and positively with self-efficacy for learning English as a foreign language. Further, the results also indicated that Grades 10 and 11 students' perception of teachers' effectiveness for learning English as a foreign language correlated significantly, positively, and weakly with their self-efficacy for learning English as a foreign language. The finding also indicated that the students' motivation for learning English as a foreign language and their perception toward teachers' effectiveness for learning English as a foreign language explained 19% of the variance of self-efficacy for learning English as a foreign language.

Conclusions

From the research findings, the following conclusions were drawn.

Research Objective 1

The findings of Research Objective 1 indicated the following results about the students' motivation in learning English as a foreign language.

The level of Grade 10 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had a moderately high effort in the learning, showed moderately high desire in order to learn the language and, positive attitudes and in learning English as a foreign language. The Grade 10 students are willing to take a challenge and trying to learn something from their language classroom.

The level of Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had a very high effort in the learning, showed a very high desire in order to learn the language, and positive attitudes and in learning English as a foreign

language. The Grade 11 students are showing positive actions in their language classroom and are willing to take the challenge and trying to learn something from their language classroom.

The level of Grade 10 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar had moderately high motivation in learning English as a foreign language. Regarding to the three subscales of the motivation for learning English as a foreign language, it can also conclude that the Grades 10 and 11 students have very high put effort in the lesson and class; the students also display their desire to learn and want to learn language; and the students show a very positive attitude toward language learning at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Research Objective 2

The findings of Research Objective 2 indicated the following results about students' perception of teachers' effectiveness for learning English as a foreign language.

The level of Grade 10 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had moderately high and positive perceptions toward their teachers' abilities in different aspects of learning English as a foreign language classroom. The students also seem to believe not only in their English language teacher but also in the lesson plans that their teacher had created. The students also enjoy their lessons and put the effort into their lessons.

The level of Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had moderately high and positive perceptions toward their teachers' abilities in different aspects of learning English as a foreign language classroom. The students seem to try hard and follow their teachers' instructions and enjoy their teachers' lessons in their language learning classroom. In addition, the students also seem to follow their teachers' instructions in order to achieve their target goals.

The level of Grades 10 and 11 students' from Mingalar Education Center Private High

School, Sanchaung, Yangon, Myanmar, had moderately high and positive perceptions toward their teachers' abilities in different aspects of learning English as a foreign language classroom. The Grades 10 and 11 students also reacted well to the classroom activities which is created by their teacher. In addition, the students also display very high motivation in learning EFL and moderately high self-efficacy in learning EFL by observing their language teacher. The students are also willing to go to class and enjoy the class with their teachers and follow the teachers' instructions.

Research Objective 3

The findings of Research Objective 3 indicated the following results about self-efficacy for learning English as a foreign language.

The level of Grade 10 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had a moderately high level of belief in their capabilities to organize and execute the courses of action required to manage the prospective situation. The results can be concluded that Grade 10 students seem to have moderately high confidence in listening, reading, and writing of English as a foreign language. On the other hand, the students showed slightly high confidence in their speaking skills.

The level of Grade 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had a moderately high level of belief in their selves having the ability to do difficult tasks in order to achieve their target goals. The results can be concluded that Grade 11 students are willing to take a challenge, puts effort and engagement in the language classroom.

The level of Grades 10 and 11 students' from Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar, had a moderately high level of judgment about their capabilities to use the four macro skills of English as a foreign language (listening, speaking, reading, and writing) in their daily life. The finding results of this study also showed that self-

efficacy for learning English as a foreign language can be increase by their motivation in learning English as a foreign language and their perception toward teachers' effectiveness. The srudents form the current study accepted themselves more effectively and believe that they can do better in their study than those with a low level of self-efficacy.

Research Objective 4

The finding from the Research Objective 4 showed that there is a significant relationship between students' motivation for learning English as a foreign and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar at .05 level. The finding suggests self-efficacy for learning English as a foreign language in school can be increased by 19% through increasing students' level of motivation for learning English as a foreign and perception of teachers' effectiveness for learning English as a foreign language. The other 81% of the self-efficacy can be increased by other variables such as the students' perception toward their environment; teaching strategies; goals and outcomes expectations; models of motivated learning expectations of their outcomes; cognition; metacognition; gender and ethnicity. Accordingly, it can be concluded that it is very essential for the teachers, students, school administers, and Ministry of Education Myanmar to understand that self-efficacy in learning English as a foreign language can increase by at least 19% by increasing students' motivation for learning English as a foreign and perception of teachers' effectiveness for learning English as a foreign language.

Discussion

The following sections will present a discussion of the previous research studies reported by relating them with the research findings of the current study.

Motivation for Learning English as a Foreign Language

The finding of the current research study identified that the Grades 10 and 11 students'
level of motivation for learning English as a foreign language was found to be very high at
Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. On the other
hand, the finding of a research study by Nant and Eamoraphan (2020) revealed that the students
showed very high motivation in learning English as a foreign language. Moreover, that many
previous research studies revealed that the students were highly motivated for learning English as
a foreign language (Siphora & Lynch, 2019, Gardner 2010). In addition, in 1972, Gardner and
Lambert also indicated that motivation for learning English as a foreign language plays an
essential role in success in the language learning situation (Gardner, 2010).

One of the findings from this study revealed that Grade 10 students had moderately high
and positive action toward motivational intensity, attitude toward learning EFL, and desire
toward learning EFL. The target students contributed to have and work hard in order to acquire
English as a foreign language in their process of learning even though the teaching and learning
content of EFL in the Myanmar educational content is not taught as a language. In addition, the
students also seemed to commit effort to expand learning English with all they can do. If the
students are motivated, they have a desire to achieve their goals, work hard to achieve those
goals, and enjoy all the learning situations that are involved in achieving those goals (Gardner, &
Lalonde, 1985).

The current research study was expected based on previous studies and constructed on
available literature (Gardner, 2001; Siphora & Lynch, 2019). In common with the current
research study, these studies presented those students who consider motivation as one of the main
factors in learning the language. Thus, the individual who demonstrates a high level of
motivation also demonstrates a high level of self-efficacy level in learning a language and their

academic score. Similarly, students who demonstrate a low level of motivation, equally demonstrate a low level of self-efficacy level in learning language and their academic score. Gardner (2000) has stated that the individual's perception toward their teacher can affect their behavior and motivation in the language learning classroom.

Perception of Teachers' Effectiveness in Learning English as a Foreign Language

Grades 10 and 11 students' results showed that a moderately strong and positive perception toward their teachers' effectiveness and a significant positive strong relationship between motivation for learning English as a foreign language, students' perception toward their teachers' effectiveness for learning English as a foreign language. The results were expected since the students showed a positive and moderately high level of their teachers' effectiveness for learning English as a foreign language.

The correlation was expected based on previous studies and constructed on available literature (Bernaus et al, 2004; Lin & González, 2019; Nam & González, 2017). In common with the current research study, these studies presented those students who consider the perception of teachers' effectiveness in learning English as a foreign language. There are many types of factors that influence students in their study which are beyond the control of the teacher (Gardner, 2010). In addition, Lwin (2007) also stated that the quality of education largely depends on the quality of the educators. The educational context offers the teacher, role models, learning situations, and strategies that can foster language learning (Gardner, 2005).

Models provide important elements for developing the self-efficacy of the individual (Bandura, 1986). Teachers are one of the essential foundations in language learning and most of the students set the teachers as their role models in their language learning situation. An individual who is willing to go to class and enjoy the class with their teachers and follow the teachers' instructions. Teachers can affect students' motivation in their learning situations in both positive and negative ways. According to Pintrich and Schunk (1996), the interaction between

the teacher and the students can critically influence the students' motivation. In 1961, Bandura and his co-authors conducted a study that involved social modeling, and that experiment was known as the BoBo doll and is one of the most famous experiments of Bandura and social learning theory.

The current research study had reflected a well-known agreement among the researchers which pointed out that an individual's perception about their teacher and teachers' effectiveness is associated with the student's motivation in learning languages and their academic achievements (Bernaus et al, 2004; Lin & González, 2019; Nam & González, 2017). Thus, students who display a positive and high level of perception of their teachers' effectiveness also demonstrate high motivation levels and high academic achievement scores. Furthermore, students who display a negative and low level of perception of their teachers' effectiveness also demonstrate low motivation levels and low academic achievement scores (Bernaus et al, 2004; Lin & González, 2019; Nam & González, 2017).

Self-Efficacy for Learning English as a Foreign Language

This research study examines the relationship between motivation for learning English as a foreign language, perception toward their teachers' effectiveness, and self-efficacy in learning English as a foreign language of this study sample and determines the level of variables. There was a significant positive strong correlation among the variables was found in the study and the level of self-efficacy in learning EFL is also moderately high. Motivation and efficacy of the individual not only affect a student's self-efficacy for learning but also a teachers' self-efficacy for teaching (Schunk, 1990). As a student, they must go through the different mastery experiences in order to have strong and positive self-efficacy in their language learning situation. Pajares & Usher (2008) stated that peers and the environment can influence students' self-

efficacy in many different ways. Self-efficacy can also be a key center of attention in second/foreign language learning situations.

The correlation was expected based on previous studies and constructed on available literature (Alexander & González, 2020; Bandura,1994; Huang & Lynch, 2017; Kalambo & Lynch, 2021; Zhang & Lynch, 2017). In common with the current research study, these studies presented the students who acknowledge themselves more effectively and believe that they can do better in their study than those with a low level of self-efficacy. For the students who were naturally have a high level of self-efficacy appear to occupy a strategy to express when encountering difficulties in second/foreign language learning situations.

Bandura (1994) mentioned that a strong sense of personal efficacy increases the wellbeing of that individual and also increases that individual's achievement. According to Bandura (1977), self-efficacy makes a difference in how an individual thinks, feels, and acts. An individual's motivation in learning a language and academic achievements are influenced by the self-efficacy of the students in language learning (Schunk, 1991).

The current research study had reflected a well-known agreement among the researchers which pointed out that an individuals' self-efficacy is associated with the student's motivation in learning languages and their academic achievements (Alexander & González, 2020; Bandura,1994; Huang & Lynch, 2017; Kalambo & Lynch, 2021; Zhang & Lynch, 2017). Thus, the higher self-efficacy the students have, the more effort, persistence, and resilience they will apply in order to achieve their target goals. Similarly, the lower self-efficacy the students have, the less effort, persistence, and resilience they will apply in order to achieve their target goals.

In addition, the finding of this study showed that the students' whose self-belief or self-confidence comprised the capability of the feelings toward the articular subjects, had a high probability of doing well in those subjects (Alexander & González, 2020; Bandura,1994; Huang & Lynch, 2017; Zhang & Lynch, 2017).

Students' Motivation and their Perceptions toward their Teachers' Effectiveness for learning English as a Foreign Language

This research study examines the relationship between students' motivation for learning English as a foreign language and their perception toward their teachers' effectiveness in teaching English as a foreign language of this study sample and there was a moderately high, strong, and positive correlation is found in the study. The correlation was expected based on previous studies and constructed on available literature (Bernaus et al., 2004; Lin & González, 2019). In common with the current research study, these studies presented the students with positive and high levels toward their teachers' effectiveness and positive attitude toward their language learning situation also displayed a high level of motivation in learning the language.

The individual observes the things from their environment and the examples that are provided by their environment such as media, television, internet, the teachers, peers, parents, and so on. According to Bandura (2008), the observational learning of the individual is influenced by four sub-functions. They are attention, retention, motor reproduction, and motivation. Bandura (1994) has stated that the types of activities and the environments that an individual chooses can influence that individual's self-efficacy beliefs. In 2008, Bandura also mentioned that individuals will try to avoid situations and activities that they believe exceed their capability. Bandura (1994) mentioned that social persuasion is one of the ways that strengthen individuals' beliefs in what it takes to achieve their target goals. Social persuasion refers to the feedbacks, verbal judgments, and comments given by the parents, the teachers, and others from the individual's surroundings.

The findings of this current study demonstrated that there was a statistically significant high and positive relationship between Grades 10 and 11 students' motivation and their perception toward their teachers' effectiveness for teaching at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. This study finding was in line with previous

research studies that have proved that students' perception toward their teachers' effectiveness is one of the essential factors in a language learning situation and it can generate the level of students' motivation (Bernaus et al., 2004; Lin & González, 2019). Teachers play either a passive or active role in the language learning situation of the students. Teachers are one of the essential foundations in language learning and most of the students set the teachers as their role models in their language learning situation. Most of the students endorsed their teachers as their role models and trying to behave like their teachers in their lifetime. Models provide important elements for developing the self-efficacy of the individual (Bandura, 1986).

Students' Motivation, their Perceptions toward their Teachers' Effectiveness and their Self-Efficacy for Learning English as a Foreign Language

This research study examines the relationship between students' motivation for learning English as a foreign language and their perception toward their teachers' effectiveness in teaching with self-efficacy in learning English as a foreign language of this study sample and there was a moderately high, strong, and positive correlation is found in the study. The combined independent variables also explained 19% of the variance of self-efficacy in learning English as a foreign language. The correlation was expected based on previous studies and constructed on available literature (Bandura, 1961; Bernaus & Gardner, 2008; Kalambo & Lynch, 2021; Pajares & Usher, 2008). In common with the current research study, these studies presented the students with positive and high levels toward their teachers' effectiveness and positive attitude toward their language learning situation also displayed a high level of motivation in learning the language. In addition, if the students have a high level of motivation in language learning, their self-efficacy in language learning also goes high.

The school contexts which include the teachers, the teachers' beliefs, the curriculum, positive and negative reinforcement from the teachers and parents, family, friends, culture, and social models can influence the self-efficacy of students. In addition, Pajares & Usher (2008),

also mentioned that the students with a low level of motivation do not put effort into their study and often their behaviors are easily affected by environmental factors. In triadic reciprocity, Bandura mentioned that many factors are influencing the students' functioning such as their academic motivation, cognition, and achievement (Bandura, 1977). Previous research studies have shown that the role models of students can have an effect on the students' self-efficacy, motivation, and academic achievement (Bandura, 1986; Pintrich & Schunk, 1996; Schunk, 1995).

In 1995, Schunk released an article that focused on the relationship of self-efficacy to motivation and performance in the cognitive domain. In that article, Schunk (1995) presented an overview of self-efficacy theory and argued that models, goal setting, and feedback all affect the self-efficacy of individuals. In the article, the author provided evidence and proves those goals of the individual influence self-efficacy and allowed process. Schunk (1995) also stated that different types of feedback (attributional feedback, goal progress feedback, effort feedback, and other types of feedback), as well as the credibility of the feedback, are also powerful sources of an individual's self-efficacy). Individuals will not demonstrate skills until they feel motivated to display them (Pintrich and Schunk, 1996). An individual motivates herself and tries to set the guidelines or plan courses of action in order to achieve their target goals (Bandura, 2001b). Bandura (1994) also mentioned that individuals form beliefs about what they are able to do, or what they can do. Motivation is also based on an individual's target goals and self-standard as well as self-satisfaction and self-dissatisfaction (Bandura, 1991).

The findings of this current study demonstrated that there was a statistically significant high and positive relationship between Grades 10 and 11 students' motivation and their perception toward their teachers' effectiveness for teaching with their self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. This study finding was in line with previous research studies that have

proved that students' perception toward their teachers' effectiveness is one of the essential factors in a language learning situation and it can generate the level of students' motivation and their self-efficacy (Bandura, 1961; Bernaus & Gardner, 2008; Kalambo & Lynch, 2021; Pajares & Usher, 2008).

Recommendations

The researcher would like to provide the following recommendations for teachers, students, school administrators, Ministry of Education (Myanmar), and future researchers according to the findings of the current study of Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar.

Recommendations for Teachers

The findings of the research have indicated that self-efficacy in learning English as a foreign language can be increased by increasing students' motivation in learning English as a foreign language and students' perception toward their teachers' effectiveness. Teachers should also motivate the students in learning in order to increase students' self-efficacy in learning English as a foreign language. The researcher believes that the factor of the language teacher and the characteristic of that teacher has a significant relation on students' motivation and on their self-efficacy in learning the language.

The finding of this current research study showed that the students were very highly motivated in learning English as a foreign language. The researcher believes that most of the students admire their teachers as role models and the characteristics of the teacher have a big impaction on the students' motivation and self-efficacy in language learning. Moreover, even though students believe that learning English to be a very essential part of their life and

acknowledged favorable attitudes toward learning English as a foreign language. The researcher strongly recommended the teachers should add more combinations of innovation to the curriculum modification and add differentiated instructional strategies.

The teachers also should create interesting and entertaining lessons plans and develop the lessons which can lead to increased students' attention and implementing the different pedagogies, strategies, and methods. The teachers should also pay attention to the students and always cautiously observing in their students' qualities. Moreover, the teachers also should encourage the students to learn English as a foreign language and improve their language skills in order to meet the students' target goals. In consequence, the students might likely to show their interest in the lesson or class and activity corporate in their lesson and as an outcome, the students can learn their English language better.

Recommendations for Students

The findings of this research study showed that the students with high levels of motivation and have positive perceptions toward their teachers' effectiveness will also have high levels of self-efficacy in learning EFL. The finding of the study would lead the students to realize, recognize and understand that during the school years, their aspects toward their teacher and motivation in learning English as a foreign language. Moreover, the more the students are motivated to learn the language, their self-efficacy in learning the language also goes up.

Hopefully, from this research study, the students would realize some thoughts concerning that their self-efficacy can be affected by their motivation and their perception toward their teachers' effectiveness. In addition, the students could also obtain some positive improvements from this research study. As a result, the students could also be able to make some improvements and make a better chance to be successful in learning EFL and also to understand their weaknesses and strength in learning EFL.

Through more interesting and correlational learning, students should develop a more positive attitude, perception toward their teachers' effectiveness, and positive self-confidence in their capabilities in order to learn English as a foreign language.

Recommendations for Administrators and Ministry of Education (Myanmar)

This research has indicated that students who believe self-efficacy in learning English as a foreign language can be increased by increasing students' motivation in learning English as a foreign language and students' perception toward their teachers' effectiveness in learning English as a foreign language. Therefore, the school administrators and the Ministry of Education (Myanmar) should also encourage the EFL teachers to be motivated and also to motivate their students. The school administrators and Ministry of Education (Myanmar) should support teachers and encourage the EFL teachers to by providing and offering better materials for the lessons and a learning environment that helps students develop self-confidence in learning English as a foreign language.

The school administrators and the Ministry of Education (Myanmar) can also provide the professional developments or train the teachers to use effectively in order to use the resources, provided the resources to use in the lessons such as interactive textbooks or workbooks, televisions, or projectors, so that the students can develop their skills and self-confidence in learning English as a foreign language as they interact with those resources.

Recommendations for Future Researchers

The current research study was a quantitative correlational research design which was developed to find the relationship between Grades 10 and 11 students' motivation for learning English as a foreign language and perception of teachers' effectiveness with self-efficacy for

learning English as a foreign language at Mingalar Education Center Private High School, Sanchaung, Yangon, Myanmar. The data of this study were collected only focusing on the Grades 10 and 11 levels from a private high school in Myanmar. Due to the access limitations, the researcher would recommend the future researcher to collect data in the different contexts with wide-reaching scale to have more reliable and valid results. The researcher would also like to recommend the future researcher to expand the research area into different school or different type of school such as public school, government school or international school, gender. In addition, the future researchers also should consider the other variables and factors (e.g., teaching strategies; goals and outcomes expectations; models of motivated learning; students' perception toward their environment; expectations of their outcomes; cognition; metacognition; gender and ethnicity) that could influence the motivation for learning and perception of teachers' effectiveness with self-efficacy for learning English as a foreign language.

Moreover, this research had limitations that small sample (N =82) so that would recommend the future researchers to use a larger sample size to have more reliable and valid results. This is necessary for future researchers to conduct future research with different education divisions in order to get the results from different perspectives.

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APPENDIX

APPENDIX

Research Instrument

Students' Motivation, Perception of Teachers'

Effectiveness and Self-Efficacy for Learning English as a

Foreign Language Questionnaire

Students' Motivation, Perception of Teachers' Effectiveness and Self-Efficacy for Learning

English as a Foreign Language Questionnaire

Please answer the following questions.

Part I : Motivation in Learning English as a Foreign Language

Directions: Please put a check (√) under the level of your agreement or disagreement with the statements. There are no right or wrong answers.

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
1.	I make a point of trying to understand all the English I see and hear.						
2.	I have a strong desire to know all aspects of English.						
3.	Learning English is really great.						
4.	I do not pay much attention to the feedback I receive in my English class.						
5.	Knowing English isn't really an important goal in my life.						
6.	I hate English.						
7.	I keep up to date with English by working on it almost every day.						
8.	If it were up to me, I would spend all of my time learning English.						

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
9.	I really enjoy learning English.						
10.	I do not bother checking my assignments when I get them back from my English teacher.						
11.	I sometimes daydream about dropping English.						
12.	I would rather spend my time on subjects other than English.						
13.	When I have a problem understanding something in English class, I always ask my teacher for help.						
14.	I want to learn English so well that it will become natural to me.						
15.	English is a very important part of the school program.						
16.	I put off my English homework as much as possible.						
17.	I'm losing any desire I ever had to know English.						
18.	Learning English is a waste of time.						
19.	I really work hard to learn English.						
20.	I would like to learn as much English as possible.						

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
21.	I plan to learn as much English as possible.						
22.	I tend to give up and not pay attention when I do not understand my English teachers' explanation of something.						
23.	To be honest, I really have no desire to learn English.						
24.	I think that learning English is dull.						
25.	When I am studying English, I ignore distractions and pay attention to my task						
26.	I wish I were fluent in English.						
27.	I love learning English.						
28.	I cannot be bothered trying to be understanding the more complex aspects of English.						
29.	I haven't any great wish to learn more than the basics of English.						
30.	When I leave school, I will give up the study of English because I am not interested in it.						

Part II: English Teacher Evaluation

No.	Items	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
31.	I look forward to going to class because my English teacher is so good.						
32.	I do not think my English teacher is very good.						
33.	My English teacher is better than any of my other teachers.						
34.	The less I see of my English teacher, the better.						
35.	My English teacher has a dynamic and interesting teaching style.						
36.	My English teacher is one of the least pleasant people I know.						
37.	My English teacher is a great source of inspiration to me.						
38.	I would prefer to have a different English teacher.						
39.	I really like my English teacher.						
40.	My English teacher does not present materials in an interesting way.						

Part III: Self-efficacy in learning English as a Foreign Languge

No	Items	I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well
41.	Can you understand stories told in English?							
42.	Can you do homework/home assignments alone when they include reading English texts?							
43.	Can you understand American TV programs (in English)?							
44.	Can you describe your school to other people in English?							
45.	Can you compose messages in English on the internet (Facebook, Twitter, Viber, etc.)?							
46.	Can you describe the way to the school from the place where you live in English?							
47.	Can you write a text in English?							
48.	Can you tell a story in English?							

No	Items	I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well
49.	Can you understand radio programs in English-speaking countries?							
50.	Can you understand English-language TV programs?							
51.	Can you leave a note for another student in English?							
52.	Can you guess the meaning of unknown words when you are reading an English text?							
53.	Can you form new sentences from words you have just learnt?							
54.	Can you write e-mails in English?							
55.	Can you understand English dialogs (audio recordings) about everyday school matters?							
56.	Can you understand messages or news items in English on the internet?							
57.	Can you ask your teacher questions in English?							

No	Items	I am totally unable to do this	I am unable to do this	I am possibly unable to do this	I am possibly able to do this	I am basically and in principle able to do this	I am able to do this	I am able to do this well
58.	Can you produce English sentences with idiomatic phrases?							
59.	Can you introduce your teacher (to someone else) in English?							
60.	Can you discuss subjects of general interest with your fellow students (in English)?							
61.	Can you read short English narratives?							
62.	Can you understand English films without subtitles?							
63.	Can you answer your teachers' questions in English?							
64.	Can you understand English songs?							
65.	Can you read English-language newspapers?							
66.	Can you find out the meanings of new words using a monolingual dictionary?							

No	Items	I am totally unable to do this	I am unable to do this.	I am possibly unable to do this.	I am possibly able to do this	I am basically and in principle able to do this.	I am able to do this.	I am able to do this well.
67.	Can you understand telephone numbers spoken in English?							
68.	Can you write diary entries in English?							
69.	Can you understand English articles on Myanmar culture?							
70.	Can you introduce yourself in English?							
71.	Can you write an essay in about two pages about your teacher in English?							
72.	Can you understand new reading materials (e.g, news from the English magazine) selected by your teacher?							

BIOGRAPHY

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