A COMPARATIVE STUDY OF GRADES 10 AND 11 STUDENTS' PERCEPTIONS OF ENGLISH TEACHER EFFECTIVENESS IN LAI ZA HIGH SCHOOL AND MAI JA YANG HIGH SCHOOL IN KACHIN STATE, MYANMAR

Bawm Nam

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
2017

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Field of Study: CURRICULUM AND INSTRUCTION

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ABSTRACT

I.D. No.: 5829506

Key Words: STUDENTS' PERCEPTIONS, TEACHER EFFECTIVENESS, HIGH SCHOOL, ENGLISH LANGUAGE TEACHING, LAI ZA HIGH SCHOOL, MAI JA YANG HIGH SCHOOL, MYANMAR

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The purpose of this study was twofold: firstly, to determine Grades 10 and 11 students' perceptions of English teacher effectiveness using Danielson's (2011) framework for teaching model and its domains (i.e., planning and preparation, classroom environment, and instruction) in Lai Za High School and Mai Ja Yang High School Kachin State, Myanmar; secondly, to identify whether there were significant differences in Grade 10, Grade 11, and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar. This study was designed as a quantitative comparative one using Students' Perceptions of Teacher Effectiveness questionnaire (SPTEQ, Sprague, 2013). The respondents were 184 Grades 10 and 11 students in Lai Za High School and 220 Grades 10 and 11 students in Mai Ja Yang High School during the academic year 2017-2018. The data obtained by the SPTEQ was analyzed by descriptive statistics, means and standard deviations and by inferential statistics, i.e., independent samples *t*-test. The results of this study indicated that, in Lai Za High School,

Grade 10 students, on average, perceived their English teachers as neither effective nor ineffective, while Grade 11 students, on average, perceived their English teachers as effective under the three domains of teacher effectiveness identified by Danielson's (2011) (i.e., planning and preparation, classroom environment, and instruction). In Mai Ja Yang High School, both Grades 10 and 11 students, on average, perceived their English teachers as effective under the three domains of teacher effectiveness identified by Danielson's (2011) (i.e., planning and preparation, classroom environment, and instruction). An independent samples *t*-test revealed that there were significant differences in Grade 10 and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. On the other hand, an independent samples *t*-test revealed that there was no significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

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LIST OF ABBREVIATIONS

CCA	Child-Centered Approach
CLT	Communicative Language Teaching
IED	Institute of Education
KIO	Kachin Independent Organization
RWCT	Reading and Writing for Critical Thinking
SEP	Special English Program
SPTEQ	Students' Perceptions of Teacher Effectiveness Questionnaire

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CHAPTER I

INTRODUCTION

This chapter introduces the Background of the Study, Statement of the Problem, Research Questions, Objectives and Hypotheses, Theoretical and Conceptual Framework, Scope of the Study, Definitions of Terms and Significance of the Study.

Background of the Study

Effective teachers play an essential role to successfully accomplish the purpose of education, because they are those who always try to seek the improvement of student learning (Akram, Naseem & Ahmad, 2016). Effective teachers are defined as those competent in subject matter, committed to improving students' learning, taking responsibility to supervise the students, thinking analytically on every student's practice, and supporting students to improve their achievement (Akiri, 2013; Ellett & Teddlie, 2003; Markley, 2004; Stronge & Tucker, 2000; Wright, Horn & Sander, 1997). According to Sanders and River (1996), effective teachers are able to make significant improvements in student learning.

Teachers have been evaluated for their effectiveness of teaching by administrators for many decades (Keane & Mac Labhrainn, 2005). According to Goe, Bell and Little (2008), a traditional method of teacher evaluation has been administrators writing summative assessments, mainly based on classroom observation. According to Peterson (2000), findings from eighty years of administrators' teacher evaluations on teachers' effectiveness show a low reliability.

The most crucial measurement of teacher effectiveness is students' perception (Berk, 2005; Peterson, Wahlquist & Bone, 2000; Sutcliff, 2011). Students are those who are exposed

to and share experiences with teachers every day, and they have significant perspectives and ratings on their teachers (Peterson, Wahlquist & Bone, 2000). Strong (2006) also claimed that students can better inform about teacher effectiveness as they are the primary stakeholders of the teaching and learning process.

Students are sometimes blamed when they perform badly on a test. However, the teacher might be the most responsible person for the students' poor achievement (Strong, 2006). Peterson et al. (2000) have argued that student evaluations of teacher effectiveness are a reliable source. Sutcliff (2011) also claimed that as students have contact through daily activities with their teachers, students' evaluations of teachers' performances are the best instruments for measuring teacher effectiveness.

In Myanmar, English language is taught as a foreign language, beginning from Kindergarten and upwards. Grades 10 and 11 are secondary high school level in the Myanmar education system. Previously, English language teaching focused on reading and writing. Since 1981, the focus transformed into developing all four language skills (i.e., Listening, Reading and Writing and Speaking). Due to the influence of foreign companies, international nongovernmental organizations, tourists traveling to Myanmar, and the economic system reforms, English fluency in both spoken and written styles has become more important (Sein, 2015).

According to Sein (2015), at the high school level, in Myanmar,

> The English textbooks for Grades 10 and 11 are made up of extracts from both literary and scientific texts for the reading, vocabulary, grammar, and writing sections, followed by selected poems. The syllabus for Grade 10 also has a component to promote the speaking skill. The broad objectives of the course state that the course intends to develop all four language skills and the achievement aimed at is equal to that of GCE "O" Level. The main goal of the syllabus and the texts is to

equip the learners with the ability to use English for academic purposes when they get into higher institutions of learning. (p.98)

According to the researcher's experience, although English language teaching in Grades 10 and 11 is aimed at GCE "O" level, the vast majority of students, particularly in Kachin State, are not able to use English language even at a beginner level after they finish their senior year of high school. On the other hand, according to Sein (2015), about 60% of English teachers in Myanmar do not receive English language teaching methodologies training and they lack practical teaching skills and required English language skills. Compared with other subjects, teachers need the most training in English (Sein, 2015). With respect to English language teaching methodology, teachers are encouraged to use the child-centered approach to teach all subjects. However, teachers frequently directly translate the meaning of English words and sentences with Myanmar language, and students are encouraged to memorize the words and the sentences with equivalent Myanmar meaning. As a result, grammar translation method, memorization and rote learning have become major teaching methodologies in teaching English language in Myanmar. Communicative and interactive language approaches have not been applied when teaching English language, and Burmese language has become the medium of instruction when teaching English (Sein, 2015).

The two high schools that the researcher has chosen for this research study are from Lai Za Township and Mai Ja Yang Township in the same region (Kachin Special Autonomy Region II), Kachin State, Myanmar. These townships are under the control of Kachin special autonomy regional government namely Kachin Independence Organization (KIO). KIO Education Department is one of the departments under KIO. All of the schools under Kachin Special Region II are controlled by KIO Education Department. These two schools are the biggest schools under the control of the KIO Education Department and, over 1000 students

are studying in each school. Apart from a slight difference in the size of teachers' and students' populations and differences within the townships, the particular administrative system of the schools, and the specific topics taught by teachers, the training teachers receive and the assessment system are similar for both schools. Due to these reasons, the researcher chose these two high schools in Kachin State, Myanmar for this research study.

Statement of the Problem

According to the researcher's experience, since Lai Za High School and Mai Ja Yang High School are the biggest schools under the KIO Education Department, administrators often monitor and evaluate in terms of the schools' management, schools' environment, and teachers' lesson plans. However, observing individual teacher's teaching is seldom done in those schools. Therefore, administrators are not able to know detailed information about teachers' effectiveness within the two schools. Consequently, they are not able to organize the professional development training which teachers actually need. Therefore, the researcher is motivated to conduct this research to determine students' perceptions of English teacher effectiveness in these two large schools. The researcher hopes that this research would help to provide professional development training for English language teachers. The researcher believes that this research will be very meaningful to conduct since there is no previous research done on this topic for these two selected schools in Kachin State, Myanmar.

Standardized examination results registered by the KIO Education Department (2015) revealed that high school students' achievement in English subject were far lower than in any other subjects. Sutcliff (2011) claimed that student achievement is largely based on teacher effectiveness. Teachers in Lai Za and Mai Ja Yang high schools receive professional development training once per year, including training on child-centered approach (CCA) and reading and writing for critical thinking (RWCT). Subject matter training is rarely offered. As

expertise in English has become more and more important in Myanmar, in 2009 the KIO Education Department started a one-year Special English Program (SEP) for primary and middle school teachers to increase the number of qualified English teachers. While the SEP is offered to primary and middle school teachers, the teachers who complete the SEP are assigned to teach at high school level due to the lack of English teachers in these two schools. As they are not well trained for high school level teaching, this has a large impact on teachers' effectiveness in English language teaching in these two schools.

The researcher had talked to the two principals from Lai Za High schools and Mai Ja Yang High School in July 2017, regarding English teachers' qualifications, since the researcher was interested in establishing a study concerning English teacher effectiveness. According to the principals of these two schools, they have difficulties in assigning teachers to teach at Grades 10 and 11, as English teachers are not well trained and they lack confidence in teaching for high school levels. For example, according to the principal of Lai Za High School, none of the teachers teaching at Grades 10 and 11, in the academic year 2017-2018, received English language teaching training, while, according to the principal of Mai Ja Yang High School, three out of five English teachers teaching in Grades 10 and 11 attended the SEP (The principals of Lai Za High School and Mai Ja Yang High School, personal communication, July, 2017). Therefore, the researcher decided to develop a research study to examine and compare Grade 10, 11 and Grade 10 to 11 students' perceptions of English teacher effectiveness between Lai Za and Mai Ja Yang High School, Kachin State, Myanmar. The researcher has chosen students in high school levels because the researcher thinks that Grades 10 and 11 students are able to accurately evaluate their teachers' effectiveness as they are in the final years of their basic education.

Research Questions

The following are the research questions developed for this study.

1. What are the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar?
    - 1.1 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar?
    - 1.2 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar?
    - 1.3 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar?
2. What are the Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar?
    - 2.1 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar?
    - 2.2 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar?
    - 2.3 What are the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar?

3. Is there a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar?
4. Is there a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar?
5. Is there a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar?

Research Objectives

The following are the research objectives developed for this study.

1. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar.
   1.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.
   1.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.
   1.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.
2. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar.

2.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

2.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

2.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

3. To identify if there is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.
4. To identify if there is a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.
5. To identify if there is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

Research Hypotheses

The following are the research hypotheses developed for this study.

1. There is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar, at a significance level of .05.

2. There is a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar, at a significance level of .05.
3. There is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar, a significance level of .05.

Theoretical Framework

This research study will discuss three major educational theories. In the first part, teacher effectiveness will be discussed through Danielson's (2011) framework for teaching model and its domains (i.e., planning and preparation, classroom environment, and instruction), which is the main theory of this study. Communicative language teaching (CLT) by Canale and Swain (1980), which is on language acquisition, will be included in the second part, since this study focuses on English teacher effectiveness. The last part will discuss about perceptual learning theory by Gibson (1969), since this research is based on students' perceptions.

Teacher Effectiveness

Danielson's (2011) framework for teaching is a framework to evaluate and supervise the effectiveness of teachers' teaching (as cited in Olson, 2015). Danielson's (2011) framework for teaching is based on the constructivist theory of learning developed by Dewey, Piaget, and Vygotsky (Danielson, 2007). Therefore, the theory of this study is formed by constructivism. The concept of constructivist theory is that the process of human learning is not passive, but it is an active procedure of developing meaning in the world surrounding us, and the mind of the learners is constructed by that knowledge (as cited in Olson 2007).

Bowman (2013) also stated that the Danielson's teacher evaluation is ongoing professional development which brings, together with the notion of fairness, valid, and reliable evaluation.

Danielson's (2011) framework for teaching model covers four domains:

1. Planning and preparation;
2. Classroom environment;
3. Instruction; and
4. Professional responsibilities.

This study will focus on the first three domains (i.e., Domain 1: Planning and preparation, Domain 2: Classroom environment and Domain: 3 Instruction), all of which occur directly in the front of students. According to Sprague (2013), Domain 4: Professional responsibilities is not characterized by teacher behavior or interactions that students could observe because most of the activities in Domain 4 are accomplished outside of the classroom. Therefore, Domain 4: Professional responsibilities will not be included in this study since this study is focused on students' perceptions of English teacher effectiveness.

Communicative Language Teaching (CLT)

Communicative language teaching (CLT) is a framework to develop learners' functional language abilities through participation in communicative events (Savignon, 1972). This means that in classroom environment, learners are able to interact with each other to make meaning instead of merely reciting dialogues. According to Sein (2015) the goal of teaching English in Myanmar is the ability to communicate comfortably and effectively in both spoken and written with Standard English. Therefore, English teachers are encouraged to use CLT in their teaching. For the purpose of teaching English as a communicative way, the KIO Education Department established the SEP for English language teachers in 2009. Since 2009 onwards, English teachers, who are working under the KIO Education

Department, have been encouraged to use CLT. Therefore, since this study is focused on students' perceptions of English teacher effectiveness, the theory of Communicative Language Teaching (CLT) developed by a Canale and Swain (1980) will be utilized as a supporting theory in order to help the English teachers in the targeted schools understand and implement in their teaching.

Theory of Perceptual Learning

The psychologist Eleanor J. Gibson (1969), who developed the theory of perceptual learning, proposed that cognitive processes such as remembering, reasoning, conceptualizing, and problem solving, are obtained through perception. Gibson's definition has three fundamental parts. To start with, perceptual learning is durable. Second, it is perceptual. Third, it is the consequence of training or experience (Gibson, 1969, as cited in Adolph & Kretch, 2015). Students' perceptions in this study refers to students' understanding towards their English teachers' effectiveness through Danielson's (2011) framework for teaching model: planning and preparation, classroom environment, and instruction. Therefore, the researcher will use Gibson's theory of perceptual learning to support this study.

Conceptual Framework

Figure 1 shows the conceptual framework of this study that includes the two selected schools. There are three domains of Danielson's (2011) framework for teaching model: Planning and Preparation, Classroom Environment, and Instruction. Teacher effectiveness serves as the independent variable, and students' perceptions of English teacher effectiveness in the two selected schools serve as the dependent variable for the present study.

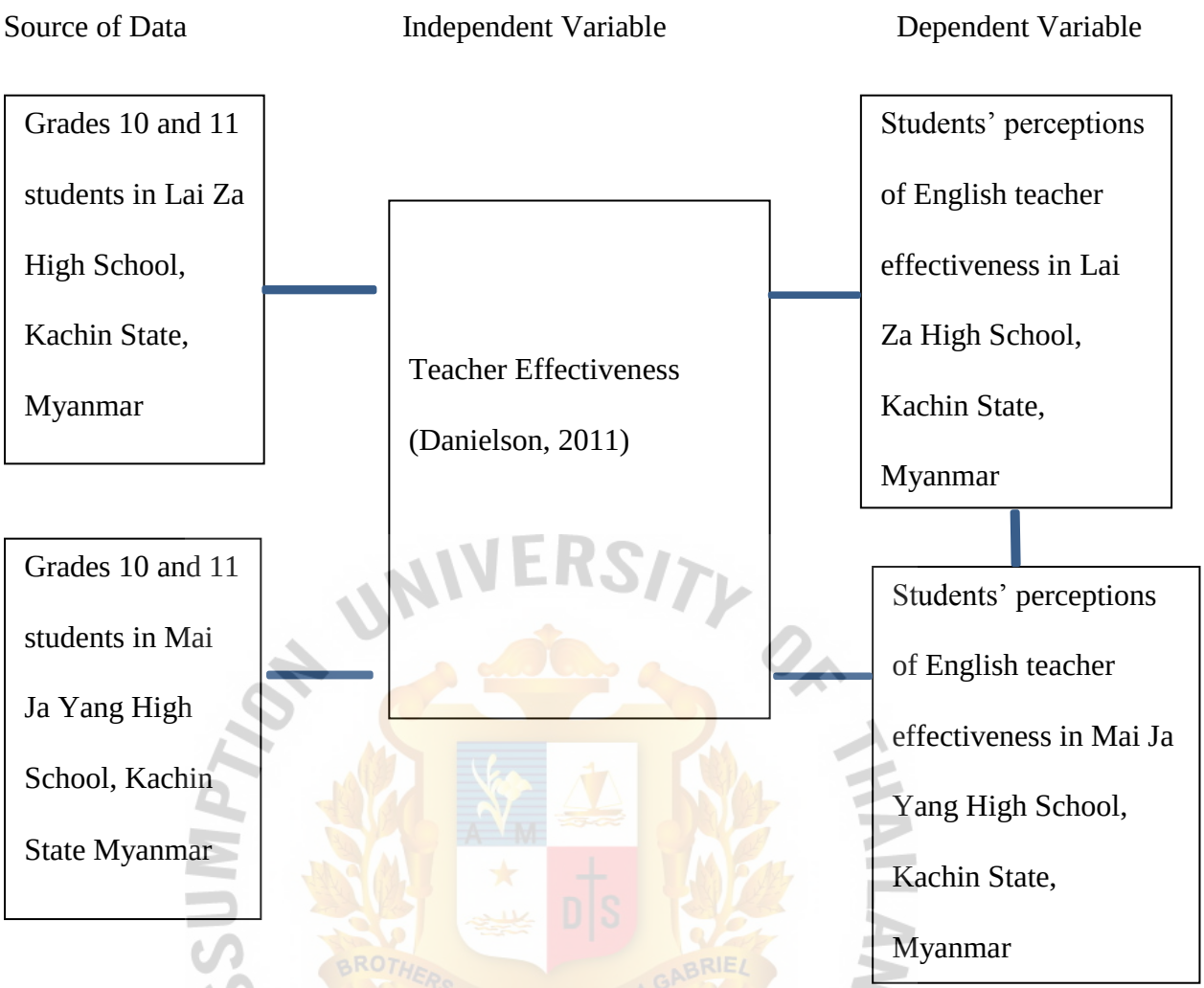

Figure 1. Conceptual framework.

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Scope of the Study

This research study was conducted among Grades 10 and 11 students at Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar in the academic year 2017-2018. The researcher focused on students' perceptions of English teacher effectiveness through three domains of Danielson's (2011) framework for teaching model (i.e., Planning and Preparation, Classroom Environment, and Instruction). However, the Domain 4, Professional Responsibilities, was not included in this study because Domain 4: Professional

Responsibilities is not characterized by teacher behavior or interactions that students could observe since most the activities in Domain 4 are accomplished outside of the classroom.

Definitions of Terms

The definitions of terms describe the meaning of important vocabularies that possess a specific definition and context related to this study.

Communicative Language Teaching (CLT)

Communicative Language Teaching (**CLT)** in this study refers to the communicative language teaching approach that English teachers in Lai Za High School and Mai Ja Yang High School are encouraged to apply in their teaching.

English Teachers

English teachers in this study refer to teachers who teach the subject of English for Grades 10 and 11 in Lai Za and Mai Ja Yang High School, Kachin State, Myanmar.

Grades 10 and 11 Students

Grades 10 and 11 students in this study refer to those students enrolled in Grades 10 and 11 in Lai Za and Mai Ja Yang high schools in the academic year 2017-2018.

Lai Za High School

Lai Za High School in this study refers to the secondary high school which is located in Lai Za Township in the Kachin Special Autonomous Region II, which is under the control of Kachin Independence Organization (KIO).

Mai Ja Yang High School

Mai Ja Yang High School in this study refers to the secondary high school which is located in Mai Ja Yang Township in the Kachin Special Autonomous Region II, which is under the control of Kachin Independence Organization (KIO).

Students' Perceptions

Students' perceptions in this study refer to students' understanding towards teacher effectiveness in terms of Danielson's (2011) three Domains: Planning and Preparation, Classroom Environment, and Instruction in Lai Za and Mai Ja Yang high schools, Kachin State, Myanmar.

Teacher Effectiveness

Teacher effectiveness in this study refers to the extent to which a teacher fulfills the domains and components of teacher effectiveness identified by Danielson (2011): Planning and Preparation, Classroom Environment, and Instruction.

Planning and Preparation: Planning and preparation in this study refers to the extent to which a teacher fulfills the components of teacher effectiveness regarding planning and preparation identified by Danielson's (2011) (i.e., demonstrating knowledge of content and pedagogy, demonstrating knowledge of student, setting instructional outcomes, demonstrating knowledge of resources, designing coherent instruction, designing student assessment) in Lai Za and Mai Ja Yang High School, Kachin State, Myanmar.

Classroom Environment: Classroom environment in this study refers to the extent to which a teacher fulfills the components of teacher effectiveness regarding classroom environment identified by Danielson's (2011) (i.e., establishing a culture for learning, managing classroom procedure and students behavior, and organizing physical space) in Lai Za and Mai Ja Yang High School, Kachin State, Myanmar.

Instruction: Instruction in this study refers to the extent to which a teacher fulfills the components of teacher effectiveness regarding instruction identified by Danielson's (2011) (i.e., communicating with students, using questioning and discussion techniques, engaging students in learning, using assessment in instruction,

demonstrating flexibility and responsiveness) in Lai Za and Mai Ja Yang High School in Kachin State, Myanmar.

Significance of the Study

There has been no previous research done on students' perceptions of English teacher effectiveness in Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar. The researcher believes that this study will raise general awareness among teachers in the two selected schools concerning Danielson's (2011) three domains and components of teacher effectiveness and will bring a new perspective on how teacher effectiveness might impact students' academic achievement.

The students' evaluation results from this study have the potential to be significantly beneficial to the teachers in the two selected schools and could lead to an improvement in teaching and learning processes, commitment to teaching, instructional responsibility, revision of teachers' teaching strategies, and a reflection on how to deliver effective teaching regarding Danielson's (2011) three domains. Moreover, this study could also be useful for teachers to identify areas of strengths and weaknesses in their teaching, which may help them modify their teaching activities according to the student's view for effective learning.

Furthermore, the proposed study aims to help students significantly enhance learning, especially in English language. It is hoped that the findings from this research will also inform the high schools' principals and administrators about how teacher effectiveness might impact their students' academic achievements and how teachers could benefit if provided with professional development, especially in English language teaching. Moreover, the results of this study will also be helpful for administrators to consider evaluating teacher effectiveness using students' perceptions at high school level.

Finally, the researcher believes that this study will support future researchers who are interested in conducting research on students' perceptions of teacher effectiveness in Kachin State, Myanmar.

In Chapter I, the researcher has presented the objectives and importance of this study, the background of the study, statement of the problem, research questions, research objectives, research hypothesis, theoretical framework, and conceptual framework, scope of the study, definitions of terms, and the significance of the study. In the next chapter, a literature review on Danielson's (2011) framework for teaching model, communicative language teaching (CLT), perceptual learning theory, precious study findings on students' perceptions of teacher effectiveness and a background of the two selected schools, English class in the two selected schools are presented.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature on teacher effectiveness through Danielson's (2011) framework for teaching model which serves as the theoretical foundation of this study and is a detailed description of the conceptual framework used in the study: Planning and Preparation, Classroom Environment, and Instruction. The theory of Communicative Language Teaching (CLT) developed by Canale and Swain (1980), and theory of Perceptual Learning developed by Gibson (1969) will be described as a supportive theory for this study in the second part. The third part will cover findings from previous studies on students' perceptions of teacher effectiveness. The background history of Lai Za High School, Mai Ja Yang High School, and English classes in the two high schools will be outlined in the last part of this chapter.

Teacher Effectiveness

Danielson's (2011) framework for teaching is a framework to evaluate and supervise the effectiveness of teachers' teaching (as cited in Olson, 2015). According PR Newswire (2012), Danielson's framework for teaching has formed into the basic for advancing professional development and evaluating on teacher effectiveness. Danielson's framework for teaching is based on the constructivist theory of learning developed by Dewey, Piaget, and Vygotsky (Danielson, 2007). Therefore, the theory of this study is formed by constructivism. The concept of constructivist theory is that "human learning is not passive, but an active process of constructing meaning in the world around us, and that knowledge is constructed in the mind of the learner" (as cited in Olson, 2007, p.15). Bowman (2013) also described

Danielson's teacher evaluation as ongoing professional development which brings, together with the notion of fairness, a valid and reliable evaluation.

Danielson's (2011) framework for teaching model covers four domains:

1. Planning and preparation;
2. Classroom environment;
3. Instruction; and
4. Professional responsibilities.

This proposed study will focus on three domains: Planning and Preparation, Classroom Environment, and Instruction which occur directly in front of the students. Domain 4: Professional Responsibilities will not be included in this study since it is not characterized by teacher behavior or interactions that students could observe because most of the activities in Domain 4 are accomplished outside of the classroom.

Domain 1: Planning and Preparation

The domain of planning and preparation stresses that a teacher must intensely comprehend the discipline they are instructing. According to Balan, Manko, and Phillips (2014), planning and preparation plays a crucial role in effective teaching. Brown, Callanhan, Harder, Orlich, and Trevisan (2012, as cited in Balan et al., 2014) also viewed planning as indication of instruction. Through good preparation, teachers are able to facilitate and organize their classroom activities effectively. In order to be effective in instruction, Brawn et al. (2012 as cited in Balan et al., 2014), stated that a significant amount of time is required in preparation. Planning includes developing academic goals along with strategies to determine whether goals have been achieved and reflected the purpose of the school as well as the teacher. Bawman (2013) revealed that teachers have to comprehend the most effective instructional methodologies in order to teach students about different subject matters.

Danielson (2009) stated that the components of Domain 1 emphasize how the content is organized, what the students are expected to learn, and how instruction is designed by teachers. This domain comprises all characteristics of instructional planning, starting with an extensive comprehension of content and pedagogy, consideration and appreciation of students, and what educational barriers the students might bring to the class. Danielson argued that teachers have to take substantial responsibility in engaging students in learning class content.

According to Danielson (2011), all aspects of instructional design, teaching strategies, learning activities, and teaching resources have to be appropriate to the content as well as the students, and they must also align with long term instructional goals. Instructional outcomes must be reflected by the content as well as the process of assessment method. Student progress should be documented during and at the end of the lesson. Danielson (2007) also claimed that in designing assessment strategies, it is important to consider the teacher's use of formative assessment so as to offer diagnostic opportunities. Teachers can make instructional modifications if students can demonstrate their level of comprehension during an instructional process. Domain 1: Planning and Preparation is comprised of six components:

Component 1a: Demonstrating knowledge of content and pedagogy.

Component 1b: Demonstrating knowledge of student.

Component 1c: Setting instructional outcomes.

Component 1d: Demonstrating knowledge of resources.

Component 1e: Designing coherent instruction.

Component 1f: Designing student assessment (Danielson, 2011).

Component 1a: Demonstrating knowledge of content and pedagogy. According to Gibson and Lynn (2005) three main criteria are found in demonstrating knowledge of content and pedagogy knowledge of content, knowledge of prerequisite relationships, and knowledge of content-related pedagogy. Bowman (2013) proposed that different disciplines have different dominant structures, different important concepts and skills. The teacher has to know the knowledge of prerequisite relationships. For example, the subject of mathematics has essential prerequisites, and effective teachers know the prerequisites of the discipline and how those can be utilized in developing lessons and units. Gibson and Lynn (2005) also pointed out that knowledge of content, knowledge of prerequisite relationship, and knowledge of content-related pedagogy are the key elements of this component. Binder (2001, as cited in Gibson & Lynn, 2005) claimed that accomplished teachers are those who assimilate content knowledge with pedagogical understanding to ensure whether student are learning and performing at an advanced level.

Danielson (2009) also viewed that teachers must have extensive knowledge of the subjects they teach as well as the important concepts and skills that are essential to a discipline. Effective teachers are those who have a deep understanding of the internal relationships within the disciplines they teach and have knowledge of how concepts and skills are related to one another. Moreover, accomplished teachers usually withhold ideas from students in order to encourage them to reflect by themselves. Danielson (2007) further stated that in addition to competence in content, effective teachers must plan and practice a wide range of effective pedagogical methods within a discipline, and they must have awareness of student misconceptions. In order to enhance student comprehension, teachers need to be familiar with the particular instructional methodologies that are most suitable to their respective discipline.

Component 1b: Demonstrating knowledge of students. According to OECD (2009), demonstrating knowledge of students refers to the teacher's knowledge of students from different age groups and those who have different characteristics where in each group requires diverse approaches to learning. Gibson and Lynn (2005) pointed out that four key characteristics are applied to the component of demonstrating knowledge of students: knowledge of the students' age groups; knowledge of students' diverse learning; knowledge of students' capabilities and intelligence; and knowledge of students' culture and interest. According to the American Federation of Teachers (1990, as cited in Gibson & Lynn 2005), teachers should consider the students' cultural backgrounds, interests, skills, and capabilities as they apply through a variety of learning domains and subject areas.

Danielson (2007) stated that accomplished teachers do not teach content in the abstract, but teach it to the students. Therefore, knowledge of content and its allied pedagogy alone is not sufficient. Teachers must also have knowledge about the students to whom that content will be taught. To ensure student learning, teachers should be aware that learning occurs when students are offered energetic, intellectual engagement with content. Most importantly, teachers have to make considerations about students' individual ways of learning and the gaps or misconceptions among students to plan suitable learning activities.

Component 1c: Setting instructional outcomes. Walker (1985, as cited in Gibson & Lynn, 2005) found that the instructional goals developed by teachers must be appropriate with different groups of students in effective teaching and learning. According to Danielson (2011), instructional outcomes identify specifically what students will be expected to learn. However, it is not necessarily what students will do. It is important that instructional outcomes reflect significant learning and, different methods of assessment should be provided so as to demonstrate students' understanding of the content. Outcomes of students' learning

are reflected by instructional strategies, resources employed by the teacher, and the assessment strategies applied by the teacher.

Danielson (2009) further stated that the instructional outcomes must be clear and available to different methods of assessment, appropriate for all students in the class, allow for students to transmit their comprehension within disciplines, and clearly and exactly present what students are expected to learn. Additionally, a lesson should be very specific and implementable in the time provided to reflect instructional outcomes. Learning activities also play a vital role for students to demonstrate their learning of the intended outcomes. Lastly, instructional outcomes should represent what the teachers want students to learn.

Component 1d: Demonstrating knowledge of resources. Gibson and Lynn (2005) pointed out that the two aspects resources for student and resources for teaching are crucial to demonstrating knowledge of resources. Evertson and Brophy (1980, as cited in Gibson & Lynn 2005) discussed that using various kinds of materials and resources are very important to enhance student achievement.

According to Danielson (2009), a teacher's effective use of resources enhances student learning significantly. Selecting resources is very important and they have to be directly aligned with the instructional outcomes and best applicable to students. Effective teachers also consider whether resources and materials are suitably stimulating for individual students. In addition to resources and materials officially provided by the school, accomplished teachers also collect external resources from the district, community, universities, and on the internet to help students needing assistance in their academic or nonacademic lives (Danielson, 2007).

Component 1e: Designing coherent instruction. Gibson and Lynn (2005) stated that in designing coherent instruction, learning activities, instructional materials and resources, lesson and unit structure, and instructional groups, play essential roles. Coherence is very

important in instruction. If instruction is reasonably structured, students will learn more effectively (Armento, 1977, as cited in Gibson & Lynn, 2005).

Danielson (2009) also pointed out that designing coherent instruction plays an essential role in planning a lesson and it requires that teachers have a deep comprehension of the content, the curriculum, and what the school expect for student learning. It is also important that the teachers understand their students' individual characteristics and the nature of active student learning.

Teachers must determine how to design instruction to advance student learning through the necessary content. Considerately constructed lessons comprise engaging learning activities, involve purposeful student groupings, and incorporate suitable materials and resources. A uniquely designed instruction plan addresses diverse groups of students for their own learning needs, as using only one approach does not fit all. Since students may be at different levels, teachers have to consider how to accommodate specific learning needs for every student (Danielson, 2011).

Component 1f: Designing student assessments. Danielson pointed out that there are three characteristics in designing assessments: equivalence with instructional goals, criteria and principles, and utilize for planning (Danielson 1996, as cited in Gibson & Lynn, 2005). Accomplished teachers plan assessment along with instructional goals (Reynolds, 1992; Walker, 1999, as cited in Gibson & Lynn, 2005).

Danielson (2009) claimed that effective teaching necessitates not only assessment *of* learning but also assessment *for* learning. Through assessments of learning, the teachers are able to know whether students have reached the intended learning outcomes. Therefore, assessments of learning must be designed by teachers in order to provide evidence for a full range of instructional outcomes. For example, teachers must develop different assessment

methods to assess reasoning skills rather than factual knowledge. Additionally, such assessments may be needed to adjust the certain needs of individual students.

Brophy, Good and Cryan (1986), and Reynolds (1992) (as cited in Nougaret, Scruggs, & Mastropieri, 2005) also claimed that accomplished teachers plan for assessment of student learning in a way that aligns with instructional objectives, providing traditional assessment methods as well as a variety of evaluation strategies which can assess student progress accurately and completely.

According to Danielson (2011), assessment for learning helps teachers to adapt and modify instruction in order to ensure student comprehension. Despite the fact that such assessments are used in the process of instruction, it is important that the teacher designs them during the planning process. Formative assessment strategies guide teachers as well as students to monitor progress toward instructional outcomes as it is an ongoing process.

Domain 2: The Classroom Environment

Danielson (2009) stated that Domain 2 emphasizes classroom interaction between the teacher and the students. Teachers who are proficient in this area enable a classroom in which students feel secure and content. Nougaret et al. (2005) also agreed that effective teachers are those who efficiently manage the classroom environment and who have good interactions with their students. They also have the capability to create a safe learning environment in which students feel comfortable taking risks.

Danielson (1996) pointed out that the planning of the classroom environment and classroom management must support the instructional goals. In a warm and caring atmosphere, teachers can efficiently deal with student behavior, classroom management, and instructional procedures. Moreover, in such classroom environment, the teacher and students are able to work together effectively. Keith, Tormatzky, and Pettigrew (1974, as cited in Nougaret et al., 2005) reported that student learning achievement is higher when the teacher

creates a positive and safe learning environment. According to Nougaret et al. (2005), there are a variety of common aspects linked to the classroom rules, routines, and procedures in an effective classroom. Danielson (1996, as cited in Nougaret et al., 2005) concluded that in the effective teachers' classroom, rules and procedures are concrete, obvious, and practical so that they can contribute to the accomplishment of orderly work.

Danielson (2013) also viewed that teachers who excel in classroom environments always take deep consideration of their students' abilities and needs within the classroom as well as outside the classroom. These teachers are considered to be a trustworthy source of support for students' learning, and their students consider them to be adults who believe in their learning potential. Robinson and Kakela (2006, as cited in Balan et al., 2014) also claimed that challenges, extensive learning, and engagement are promoted by a trusting environment. According to Gregory and Ripski (2008, as cited in Balan et al., 2014), trust plays a vital role in building positive relationships. There must be some discipline issues when building a relationship between teacher and students. A teacher showing respect for all students, appreciating diversity, and encouraging imagination and creativity can promote trust between him/herself and students (Robinson & Kakela, 2014, as cited in Balan et al., 2014). Brophy (1987, as cited in Danielson, 1996) also revealed that there is a positive relationship between effective routines and instructional time available for student learning. The components of Domain 2: Classroom environment are as follows:

Component 2a: Establishing a culture for learning.

Component 2b: Managing classroom procedures.

Component 2c: Managing student behavior.

Component 2d: Organizing physical space (Danielson, 2011).

Component 2a: Establishing a culture for learning. According to Danielson (2009) a culture for learning identifies the environment and students' ability levels in a classroom where teachers engage students in important work. The teachers have to express eagerness of the subject, making students aware that pursuing knowledge is not for the purpose of a standardized test or can only be found in a textbook. Rather, they are learning because it is fascinating, essential, and enjoyable. Danielson (2011) also pointed out that the teacher must convey to the students that even though the content they are pursuing is challenging, every student can reach the goal through a commitment to working hard. As a result, students from such kinds of classrooms take pride in their work, experience the feeling of satisfaction, and are able to achieve major goals.

Component 2b: Managing classroom procedure. Danielson (2009) stated that it is impossible to accomplish successful teaching and learning in a disorderly environment. Teachers must engage students with meaningful activities, with materials that are easily accessible to students, and that students know how to work with their peers. Also, teachers have to adjust non-instructional routines without consuming significant amount of time.

Danielson (2011) further stated that high-quality instruction cannot be substituted by good classroom management. Nevertheless, classroom management plays an important role in high-quality instruction. Well-managed classrooms lead students to take substantial responsibility with smooth procedures and without loss of significant instructional time.

Component 2c: Managing student behavior. Danielson (2009) highlighted that it is challenging to manage student behavior, even for the most experienced teachers. It is possible that students' behavior is largely dependent on other aspects. For instance, if teachers do not engage students in meaningful learning they may misbehave. Oftentimes, students will behave appropriately if their family participates with the school. It is sure that students will be less likely to behave inappropriately if they feel they are being treated with respect.

According to Danielson (2009), student misbehavior can also be prevented if the students are aware that they are continually being monitored by the teacher. This approach is one of the characteristics of teacher's competence in applying monitoring strategies. When intervention strategies must be imposed, teachers' and students' dignity should be retained and return to the task of learning. Importantly other students learning should not also be disturbed.

Component 2d: Organizing physical space. Danielson (2011) stated that the physical environment plays an important role in student learning and it must also be safe. It is important that all students in the classroom are able to hear and see, and students with special needs must be accommodated for effective learning. Danielson also reports that changing the furniture helps project work or group discussion.

Danielson (2009) discussed that desks, in the past, were occasionally organized in rows, which made it difficult for students to talk among themselves. Such seating arrangement is considered to be an old-fashioned way of teaching as it was thought that students had to face straightly in order to copy information from the board and listen to the teacher. Nowadays, schools occasionally organize the primary classroom into the center, with space for scientific inquiry, an area for art work or blocks, and a flexible reading corner. Secondary classrooms are organized with space for promoting effective communication and group learning.

Domain: 3 Instruction

Danielson (2009) stated that Domain 3 is mainly concerned with the components which are the keys to teaching. Each of the components in Domain 3 are combined through an expectation of students participating in a community of learners and developing complex comprehension.

Darling-Hammond (2012, as cited in Balan et al., 2014) claimed that despite the fact that students have different learning styles, effective instruction enables diverse students to learn. Effective instruction requires effective teaching and evaluation strategies, appreciating the students and their learning needs, and encouragement and supporting students' difficulties (Darling-Hammond, 2012, as cited in Balan et al., 2014). Glickman, Gordon, and Ross-Gordon (2007, as cited in Balan et al., 2014) revealed that students' learning progress can be promoted by using several instructional strategies. Glickman et al. (2007, as cited in Balan et al., 2014) also pointed out that the purpose of evaluation is to improve instructional strategies.

Domain 3 describes how the plans that teachers designed in Domain 1 will be implemented. In Domain 1 teachers fruitfully prepare plans that are accorded with their students, rooted in extensive comprehension of the content, aligned with state standards, and designed to integrate students in essential work. Teachers effectively implement those plans through their instructional skills in Domain 3 (Danielson, 2009).

Danielson (2013) described that effective teachers integrate their students in meaningful work, which will consequently provide knowledge and the skills required for answering crucial questions or contributing to essential projects. Motivation does not take an important role for the accomplished teacher because students are motivated through the teachers' organization and presentation of the content, the roles the teacher encourage students to assume, and the ways pupil initiative is expected. The components of Domain 3, instruction are as follows:

Component 3a: Communicating with students.

Component 3b: Using questioning and discussion techniques.

Component 3c: Engaging students in learning.

Component 3d: Using assessment in instruction.

Component 3e: Demonstrating flexibility and responsiveness (Danielson, 2011).

Component 3a: Communication with students. According to Danielson (2009), teachers communicate with students orally, nonverbally, as well as in writing. When communicating with students, the teachers' language must be clear and expressive for the students to understand what they are supposed to do and why it is important that they have to do so. Importantly, Danielson (2011) also pointed out that teachers have to clarify concepts. The student can bring the content to their real life if language and appropriate and imaginative metaphor and analogies are clearly used. Additionally, students can enhance their school experience throughout their life as long as the teacher uses a rich vocabulary and expressive language.

Component 3b: Using questioning and discussion techniques. Danielson (2009) proposed that accomplished teachers are those who excel in the techniques of questioning and discussion, which are part of the instructional process. If questions are carefully developed at a challenging cognitive level, students will be encouraged to engage intensely with content. Questioning in this component represents using questioning and discussion in order to enhance student learning. It is not to check students' understanding, or assessing during instruction, or getting attention from the students, but it is to advance student learning.

Danielson (2011) found out that questioning and discussion at the higher level is not just volunteers who are engaged with the teacher, rather all students in the class are engaged in real discussion with one another. At the lower level, on the other hand, questioning and discussion is generally made between the volunteer and the teacher.

Component 3c: Engaging students in learning. Danielson (2011) stated that engaging students in learning plays a central role in the framework for teaching, and it is supported by other components to promote advanced levels of student understanding.

According to Bowman (2013), students learn effectively through active intellectual engagement. Danielson (2011) also stated that engaging in students learning refers to whether the students clearly understand and are doing what they are asked to do. The level of engagement demonstrates whether students have been asked to do something challenging enough to deepen their learning. Teachers must hold high expectations to engage individual students.

Danielson (2009) continued to claim that students' engagement involves physical activity as well as intellectual activity. Schools are responsible not only for hands-on activities, they are also responsible for engaging minds-on activities such as intellectual work, real thinking which is not just recalling facts.

Component 3d: Using assessment in instruction. According to Danielson (2009), in recent years the concept of assessment has transformed. In the traditional method of assessment, students are usually assessed at the end of instruction to determine whether they have mastered the content. Nowadays, students are assessed during instruction as well as at the end of instruction as assessment plays an essential role in instruction.

Danielson (2011) further revealed that student learning should be monitored constantly as a lesson is in progress in order to adjust instruction midcourse if needed. Students also have to be assisted by teachers to adjust or monitor their own learning. It is the teachers' responsibility to explain to the student to be clear about learning outcomes from the beginning of instruction.

Feedback is another crucial part of the assessment loop, which modifies instruction and empowers students to correct mistakes and advance comprehension. Effective feedback provided by the teacher as well as classmates are accurate, substantive, constructive, specific, and timely (Danielson, 2011).

Component 3e: Demonstrating flexibility and responsiveness. Danielson (2009) stated that occasionally midcourse correction is required even in well-designed lessons, and it needs substantial skill in order to change to another teaching plan on short notice. Teachers must be familiar with their students as well as their learning in order to do so. Three types of situations are found that call for flexibility of teaching.

1. Activities are not working as planned in a lesson.
2. Valuable learning has occurred in a spontaneous event.
3. Having learning there is difficulty in the desired content for some students.

When encountering one of these situations, the teachers must make decisions to change to alternative strategies or activities and implement them so that there is more value for students. In order to do so, teachers require courage and confidence from experience, otherwise instructional flexibility is very difficult (Danielson, 2009).

Domain 4. Professional Responsibilities

Domain 4 is specifically concerned with being an actual professional, involving in professional communities and contributing to profession to self-reflection and professional development. Professional responsibility is verified in the interactions with teachers with families, colleagues. Most of the activities in Domain 4, are accomplished outside of interaction with students, however it still effect within the classroom, the school community as well as the profession itself. The components of Domain 4 (professional responsibilities) are as follows:

Component 4a: Reflecting on teaching.

Component 4b: Maintaining accurate records.

Component 4c: Communicating with families.

Component 4d: Participating in a professional community.

Component 4e: Growing and developing professionally.

Component 4f. Showing professionalism (Danielson, 2011).

Communicative Language Teaching

Communicative language teaching (CLT) is a framework to develop learners' functional language abilities through participation in communicative events (Savignon, 1972). This means that in classroom environment, learners are able to interact with each other to make meaning instead of merely reciting dialogues. English language teaching has transformed over many years. Many approaches have developed to facilitate the process of English language teaching. According to Richards (2006), the trends in language teaching can be divided into three phases; traditional approaches (up to the late 1960s), classic communicative language teaching (late 1970s to 1990s), and current communicative language teaching (late 1990s to the present).

By the 1990s, the communicative approach became popular by the 1990s, and it has been widely applied due to its descriptions of a set of very general principles rooted in the concept of communicative competence as the purposes of second and foreign language teaching. Current communicative language teaching (CLT) appeals students as the center of teaching and learning process (Richards, 2006). For pedagogical analysis, there were four areas of communicative competence stated by Canale and Swain (1980, as cited in Richards & Rodgers, 1986), communicative competence involves grammatical, discourse, sociolinguistic, and strategic competence.

Grammar competence emphasizes the learner's capability of using language accurately. It is the component of grammatical and lexical capacity that includes vocabulary knowledge, pronunciation, word formation, spelling, and linguistic semantics. Sociolinguistic competence focuses on the learner's ability to communicate appropriately in real social contexts that includes relationships, shared information of the participants, the purpose of

communication, and interaction with one another. Discourse competence emphasizes the learner's mastery of meaningful spoken or written text as well as understanding the interpretation of individual messages that the learners can achieve by using antonyms, synonyms, conjunctions, and contractions. Strategic competence focuses on the management of approaches that the learner applies to initiate, terminate, maintain, repair, and redirect communication which includes the learner's capability of paraphrasing by employing verbal and non-verbal symbols by the time the speaker is not able to recall the exact words Canale and Swain (1980, as cited in Richards & Rodgers, 1986).

Approaches of Communicative Language Teaching

A variety of methods can be seen in the communicative approach to language teaching that emphasizes different characteristics of communicative competence. This proposed study will focus on three main pedagogical interpretations of the communicative approach to language teaching, which are:

1. Communicative competence-aimed for language learning
2. Learner-centered for language learning
3. Interaction-oriented for language learning

Communicative competence-aimed for language learning. According to Brumfit (1980), many educators who design the syllabus, teaching methodologies, and who develop teaching material utilize a competence-aimed approach. Savignon's experimental study found that if grammatical competence is the aim of language teaching, it cannot guarantee the learner's communicative competence if a communicative competence-aimed approach is not adopted for the language teaching program. Therefore, learners' communicative skills are affected by the purposes of language teaching (Savignon, 1972, as cited in Richards & Rodgers, 1986). In brief, learners can best achieve communicative skills when language teachers put more focus on language use rather than grammatical competence.

Learner-centered for language learning. Berns (1985) claimed that learners are supposed to take the most important role in the learning process in this approach. In communicative language teaching, instructional strategies and the content of the teaching are designed depending on learners' needs in the target language. Therefore, the learners' language needs are essential to consider in setting learning objectives. It is also important to have negotiation between the learner and the learning conditions in which the learner uses the target language.

According to Savignon (1972), if learners need certain vocational communicative skills, then area-specific vocabulary of the target language should be provided by the language program. However, it might be hard for the language teacher to consider these individual needs in language teaching. Therefore, Wilkins (1976, as cited in Richards & Rodgers, 1986) argued that the learners' needs cannot be completely met by the design of language syllabus and teaching materials. Therefore, the needs-based language syllabus will provide learners with realistic and suitable teaching materials and language learning activities, however it may not fulfill all learners' needs.

Interaction-oriented for language learning. According to Berns (1985), effective and appropriate social behaviors occur in an interactive process. Therefore, in communicative language teaching, interaction is the key to the communication component. Halliday (1978, as cited in Richards & Rodgers, 1986) stated that it is difficult to achieve learning unless there is an environment that facilitates an exchange of information between learners.

Savignon (1983, as cited in Richards & Rodgers, 1986) also considered that the interactive nature of language teaching and learning is the major step in developing the learners' communicative competence. In Savignon's interaction approach to CLT, communicative competence is a dynamic notion and it occurs when two or more people use the same symbolic system.

Theory of Perceptual Learning

In addition to the importance of teacher effectiveness and communicative language teaching (CLT), the theory of perceptual learning also plays an important role in this study. In this study, the researcher seeks to understand how students perceive their English teachers effectiveness through Danielson's (2011) framework for teaching model. Therefore, Gibson's theory of perceptual learning will be used as a supporting theory for this study (Gibson, 2000, as cited in Adolph & Kretch, 2015).

The psychologist Eleanor J. Gibson (1969), who developed the theory of perceptual learning, proposed that cognition such as remembering, reasoning, conceptualizing, and problem solving are obtained through perception. Gibson's definition has three fundamental parts. To start with, perceptual learning is durable. Second, it is perceptual. Third, it is the consequence of training or experience (Gibson, 2000, as cited in Adolph & Kretch, 2015). According to Gibson's theory, perception changes through experience, exploration, and the improvement of new perception-action system. Depending on these three factors, human beings learn to better adapt themselves to the environment (Gibson, 2000, as cited in Adolph & Kretch, 2015).

In the traditional view of perception, beginning around the 1700s, people and animals had to learn in order to perceive. Information at the sensory receptors are disadvantaged and therefore, learning is required to complete perception (Gibson, 1989, as cited in Adolph & Kretch, 2015). Later, Gibson pointed out that information at the receptors is adequate to support complete perception from the beginning. People and animals do not need to learn to perceive. Instead, they perceive to learn. In brief, perceptual learning is the key to knowledge and where it all starts (Gibson, 1989, as cited in Adolph & Kretch, 2015).

Gibson viewed that perceiving is an action process (Gibson, 1988, as cited in Adolph & Kretch, 2015). The perceiver must actively participate to gather perceptual information.

For instance, when an object is lost, the one looking for that object will do certain actions such as turning the head and rotating the eyes to scan over the space, looking for information relating to that object. Therefore, learning what to do and how to gatherer information is an important part of perceptual learning.

One of the important characteristics of Gibson's theory of perceptual learning is the "affordances". Humans and animals learn to perceive through their affordances of action (Gibson, 2000, as cited in Adolph & Kretch, 2015). Affordance is a species-specific action depending on the environment and its physical capabilities. For example, a bird can fly 20 meters high, which a human cannot. On the other hand, a bird cannot lift as heavy a weight that a human can afford to do. Gibson's theory of perceptual learning is based on human and animal behaviors. Specific actions are guided by perception and are implicit in affordances. Humans and animals will perceive information depending on the possibility of their actions. Thus, when a human sees an object, he does not simply see it as an object, he also perceives what he can do with that object.

Previous Research Findings on Students' Perceptions of Teacher Effectiveness

Previous research conducted by Sprague (2013) adapted the Students' Perceptions of Teacher Effectiveness Questionnaire from Balch (2011). Balch (2011) developed the "Student survey on teacher practice" to measure students' evaluations of teacher effectiveness. Sprague (2013) aligned Balch's "Student survey on teacher practice" with Danielson's (2011) domains and components of teacher effectiveness and her study found out that among 64 items of Bach's survey questions, 63 of them matched with Danielson (2011) three domains: Planning and Preparation, Classroom Environment, and Instruction. The findings also showed that Balch's survey and Danielson's (2011) domains and components of teachers' effectiveness are highly correlated. Sprague (2013) conducted quantitative research on effective teacher ratings provided by eighth-grade students based on Danielson's (2011)

domains of planning and preparation, classroom environment, and instruction. Sprague delivered a previously validated and newly adapted survey to 500 eighth grade students in one school in Midwestern districts of the United States. Sprague (2013) used Danielson's (2011), three domains as the dependent variable and students' rating as the independent variable. Sprague's (2013) study found that eighth grade students provided both high and consistent ratings of teacher effectiveness according to Danielson's domains of planning and preparation, classroom environment, and instruction. Findings from survey statements aligned with Danielson's three domains and components were consistent with no significant differences among mean scores for domains and components.

Another study by Akram et al. (2016) developed a students' perceptions of teacher effectiveness questionnaire (SPTEQ) with a 5-point Likert scale, which comprised of 29 items with five elements: subject matter knowledge (six items), instructional planning and strategies (six items), assessment (five items), learning environment (seven items), and effectiveness of communication (five items). Akram et al. (2015) delivered the questionnaire to 40 boys and 40 girls in secondary/higher secondary schools of the district of Khanewal in Pakistan. Akram et al. (2016) sought to find out how students perceive their English and Mathematics teacher effectiveness and to correlate students' perceptions of teacher effectiveness and their achievements. The result of the survey showed that a majority of the students rated their teacher as effective, and all five scales of teacher effectiveness were significantly correlated with students' achievements in both English and Mathematics.

Another researcher, Chamundeswari (2015), conducted a quantitative research study to find out the relationship between students' perception of English teacher effectiveness in three different types of schools namely government aided, government and matriculation schools in India. Chamundeswari (2015) sought to find out whether there was a significant difference in students' perceptions of English teacher effectiveness among three different

types of schools. Chamundeswari (2015) developed the instrument concerning perceptions of teacher effectiveness scale, consisted of 35 items on a 3-point scale to measure students' perceptions of English teacher effectiveness. Questionnaire were delivered to 240 students at the higher secondary level in each school.

The result of the study showed that there was no significant difference in students' perceptions of English teacher effectiveness among students at the higher secondary level in the three different types of schools.

Background of the Two High Schools Participating in This Study

Myanmar is comprised of eight major ethnic groups typically separated along State boundary lines. Each of these ethnic groups have their own school system where they teach in their own language. Kachin is one of the major ethnic groups in Myanmar. The researcher will conduct the research at Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar which are the two biggest public schools under the Kachin Independence Organization (KIO) Education Department. Lai Za High School is located in Lai Za Township, in the eastern part of Kachin State, which is in the border area of Myanmar and China, while Mai Ja Yang High School is located in the central-east part of Kachin State, also near the border of Myanmar and China.

Both schools use the same curriculum as Myanmar government schools, with the addition of an extra subject, Kachin literature, which is taught in all schools under the KIO. The specific information of each school will be discussed below.

Background of Lai Za High School

Lai Za High School was established in 1974 as a primary school with around 15 students. In 1977, it become a middle school and the number of students grew to 180. Ten years later, in 1977, it became a middle school. At that time, conflict had erupted between the KIO and the Burma Military. As a result of civil war people fled to Lai Za Township to seek refuge. In 1988, the KIO Education Department tried to set up three schools for internally displaced students from various locations. By 1989, Lai Za High School was transformed from a middle school to a high school. According to the 2017-2018 academic year book, there are 58 teachers and 1079 students, including 514 male students and 565 female students in Lai Za High School, Kachin State, Myanmar.

Background of Mai Ja Yang High School

Mai Ja Yang was a small village when a primary school was first established in 1945 by the former village leader, Man Jak Du, with his own money. In 1964, the village development committee promoted the school to the community primary school. And in 1982, the local KIO government enhanced the local education system by supporting the school and promoting it to secondary high school level.

The school was burned down by the Burma Army in August 1987. After the signing of a ceasefire agreement in 1994, the current school was set up again. Currently there are over 1200 students and over 60 teachers in this school.

English Class in the Two High Schools Participating in This Study

The two high schools chosen for this study are the two biggest public schools under the KIO Education Department. Apart from differences within the townships, the particular administrative system of the schools, and the specific topics taught by teachers, the training the teachers receive and the assessment system are similar for both schools.

In Myanmar, English language is taught from kindergarten and upwards through high school. Grades 10 and 11 are considered higher secondary level in the Myanmar education system and English language courses are offered at these levels. Similarly to other secondary level schools in Myanmar, the two high schools in Kachin State looked at for this study use the national textbooks developed by the Myanmar Ministry of Education: English 1 and English 2.

In the English 1 course, students learn literary and scientific texts for the reading, vocabulary, grammar, and writing sections, followed by selected poems. According to Sein (2015), the component to promote speaking skills is also included in the syllabus of Grade 10. However, according to the researcher's experience, listening and speaking activities are rarely done when teaching English. According to Sein (2015), for Grades 10 and 11, the major purpose of the English syllabus and the texts is to equip the students with the skill to use English for academic purposes when they get into higher education.

English is taught as a foreign language in Myanmar as it is not an English speaking environment. English language learning begins through learning English grammar. However, the English 1 textbook does not provide adequate grammar patterns. Students in the two schools have to learn English grammar mainly from the English 2 course, beginning from Grade 6. The English 2 course in Grades 10 and 11 is designed with advanced grammar patterns, English letter writing, and essay writing.

Teachers are encouraged to use a communicative teaching approach in English language teaching in both schools. However, according to the researcher's teaching experience in Lai Za High School, due to many constraints such as catching up with the course timeline, limited teaching and learning materials, and lack of access to English language teaching training, the majority of English teachers often use direct translation methods and grammar translation methods in English language teaching.

At Lai Za High School there are 41 male students and 52 female students (totaling 93 students) enrolled in Grade 10 for the 2017-2018 academic year. According to the Lai Za High School Grade 10 time table, there are fourteen English teaching periods of 45 minutes each per week. Nine periods are for the English 1 course and six periods for the English 2 course. There are two English teachers for Grade 10. Each course is taught by a different teacher. In regards to Grade 11, there are 39 male students and 69 female students (totaling 108 students) enrolled in the 2017-2018 academic year. There are ten periods for the English 1 course and six periods for the English 2 course. Students in Grade 11 are also taught by different teachers for the English 1 and English 2 courses. According to the principal of Lai Za High School, none of the English teachers in Lai Za High School teaching at Grades 10 and 11 in the 2017-2018 academic year attended the SEP.

In the 2017-2018 academic year at Mai Ja Yang High School, there are 69 male students and 84 female students (totaling 153 students) enrolled in Grade 10. According to the Mai Ja Yang High School Grade 10 time table, there are fourteen English teaching periods of 45 minutes each per week. Nine periods are for the English 1 course and six periods for the English 2 course. English 1 and English 2 subjects are taught by two different teachers. In regards to Grade 11, there are 55 male students and 110 female students (totaling 165 students) enrolled in the 2017-2018 academic year. There are ten periods for the English 1 course and six periods for the English 2 course. According to the principal of Mai Ja Yang

High School, three out of five English teachers teaching at Grades 10 and 11 in the academic year 2017-2018 attended the SEP.

Chapter II explained Danielson's (2011) framework for teaching model (i.e., planning and preparation, classroom environment, and instruction) which form the basis of the conceptual framework. Communicative Language Teaching (CLT) and Perceptual Learning Theory was discussed as supporting theories for this study. After that findings from previous studies on students' perceptions of teacher effectiveness, the background of the two selected schools as well as English classes in the two schools participating in this research study were discussed. Chapter III will describe in detail the research methodology which will be used to measure the study variables.

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CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher discussed the literature review of topics related to this research study. In this chapter, the researcher presents the research methodology that will find out students' perceptions of English teacher effectiveness in Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar. This chapter will cover the research methodology that includes the research design, population and sample, research instrument, collection of data, data analysis. A table of summary of the research process will be put up to conclude in the last part of this chapter.

Research Design

The purpose of this research study was to identify whether there were significant differences in Grade 10, Grade11 and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar, according to the three domains of Danielson's (2011) teacher effectiveness: Planning and preparation, Classroom environment, and Instruction. To accomplish this purpose, the researcher developed a comparative research design, using a quantitative approach, to firstly determine Grades 10 and 11 students' perception of English teacher effectiveness in Lai Za High School and Mai Ja Yang High School according to the three domains of Danielson's (2011) teacher effectiveness: Planning and preparation, Classroom environment, and Instruction. Secondly to identify whether there were significant differences in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar. Thirdly, to identify whether

there were significant differences in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar. Lastly, to identify whether there were significant differences in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

A questionnaire comprised of 33 items under three domains of Danielson's (2011) teacher effectiveness (i.e., planning and preparation, classroom environment, and instruction) was conducted in order to collect data from 184 students from Lai Za High School and 220 students from Mai Ja Yang High School (totaling 404 students) from two chosen schools for this quantitative research study. The data collection was conducted in the second semester of academic year 2017-2018. Based on the collected data, the researcher determined whether there were significant differences in Grade 10, Grade 11, and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

The collected quantitative data was analyzed by using descriptive statistics (means, and standard deviations) and statistical hypothesis testing (independent samples *t*-tests) in order to address this research's objectives and hypotheses.

Population

The target population of this research study was Grades 10 and 11 students from Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar. There are 41 male students, 52 female students (totaling 93 students) in Grade 10, and 39 male students, 69 female students (totaling 108 students) in Grade 11, who enrolled in the academic year 2017-2018 at Lai Za High School, Kachin State, Myanmar.

The students who enrolled in Mai Ja Yang High School, Kachin State, Myanamar in the academic year 2017-2018 are 69 male students and 84 female students (totaling 153 students) in Grades 10 and 55 male students and 110 female students (totaling 165 students) in Grade 11.

Sample

Due to the population differences between the two target schools, the researcher aimed to choose 93 students in Grade 10 and 108 students in Grade 11 (totaling 201 students) from Lai Za High School and, 120 students in Grade 10 and 100 students in Grade 11 (totaling 220 students) from Mai Ja Yang High School in order to have similar sample for the two target schools. However, due to the drop-out students and absence at the day the researcher collected the data, 83 students in Grade 10 and 101 students in Grade 11 (totaling 184) students from Lai Za High School and, 105 students in Grade 10 and 115 students in Grade 11 (totaling 220) students from Mai Ja Yang High School participated in this study. These students were chosen because their teachers agreed to cooperate with the researcher in this research project. The questionnaire was administered to them to identify their perceptions of English teacher effectiveness. Table 1 shows in detail the number of participating students in each grade at Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

Table 1

Sample Sizes of Grades 10 and 11 Students in Lai Za and Mai Ja Yang High School, Kachin State, Myanmar

	Sample (students)		
Grade	Lai Za High School	Mai Ja Yang High School	Total sample
Grade 10	83	105	118
Grade 11	101	115	216
Total	184	220	404

Research Instrument

A research questionnaire was used as the primary data collection instrument for this study. The questionnaire was an adaptation by the researcher of a previous instrument developed by Sprague (2013). Sprague (2013) used the Students' Perceptions of Teacher Effectiveness Questionnaire (SPTEQ) to conduct her study. The questionnaire used a 5-point Likert-type scale (1 = *never*, 2 = *sometimes*, 3 = *often*, 4 = *almost always*, 5= *always*), and consisted of three domains: Domain 1, comprised of 13 items; Domain 2, comprised of 21 items; and Domain 3, comprised of 31 items (totaling 63 items for the three domains).

This research study adapted the SPTEQ questionnaire, which included three parts from Danielson's (2011) the three domains of teacher effectiveness (i.e., Domain 1: Planning and preparation, Domain 2: Classroom environment, Domain 3: Instruction). Among 63 items of Sprague's (2011) SPTEQ, the researcher removed some of the items which were found not relevant to the local educational context. For example, items on ("my teacher walked around the room to check on students when we were doing individual work in class" and "my teacher used technology in class that helped me learn (computers, sensors, videos,

etc.”) were out of the scope of this research. Then, thirty three questionnaire items were adapted for this study, consisting of 10 items in Domain 1, nine items in Domain 2, and 14 items in Domain 3. Additional details of the adapted Students’ Perceptions of Teachers Effectiveness Questionnaire (SPTEQ) for this study are shown in Table 2 below.

Table 2

Breakdown of Survey Items for Students Perceptions of Teacher Effectiveness Questionnaire (SPTEQ)

Domain	Components	Item number
Domain 1: Planning and Preparation	Component 1a: Demonstrating knowledge of content and pedagogy.	1
	Component 1b: Demonstrating knowledge of student.	2,3
	Component 1c: Setting instructional outcomes.	4,5
	Component 1d: Demonstrating knowledge of resources.	6,7
	Component 1e: Designing coherent instruction.	8,9
	Component 1f: Designing Student Assessment.	10
	Total items	10 items
Domain 2: Classroom Environment	Component 2a: Establishing a culture for learning.	11,12
	Component 2b: Managing classroom procedures.	13,14,15, 16
	Component 2c: Managing student behavior.	17,18
	Component 2d: Organizing physical space.	19
	Total items	9 items

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Domain	Components	Total Number
Domain 3:	Component 3a: Communicating with students.	20,21,22
Instruction	Component 3b: Using questioning and discussion techniques.	23,24,25
	Component 3c: Engaging students in learning.	26,27,28
	Component 3d: Using assessment in instruction.	29,30,31
	Component 3e: Demonstrating flexibility and responsiveness	32,33
	Total items	14 items

The research questionnaire used 5-point Likert-type scale (1 = *never*, 2 = *sometimes*, 3 = *often*, 4 = *almost always*, 5= *always*) to determine students' perceptions of English teacher effectiveness.

A score of "5" or a mean score between 4.51-5.00 means that students perceive their English teacher as highly effective, while a score of "1" or a mean score between 1.00-1.50 means students perceive their English teacher as highly ineffective, based on the statements on the questionnaire. The details of interpretation and scale for students' perceptions of teacher effectiveness is shown in Table 3.

Table 3

Score and Interpretation for Students' Perceptions of Teacher Effectiveness

Frequency level	Score	Scale	Teacher effectiveness interpretation
Always	5	4.51 -5.00	Highly effective
Almost always	4	3.51-4.50	Effective
Often	3	2.51-3.50	Neither effective nor ineffective
Sometimes	2	1.51-2.50	Ineffective
Never	1	1.00-1.50	Highly ineffective

Validity and Reliability of the Instrument

The items of the Students' Perceptions of Teachers Effectiveness Questionnaire for this research study were adapted from a previous study done by Sprague (2013). Sprague (2013) adapted her items from Balch (2011), who developed the Student Survey on Teacher Practice to measure students' evaluations of teacher effectiveness.

In regards to content validity of Students' Perceptions of Teachers Effectiveness Questionnaire, Sprague (2013) stated that Balch used a review of the literature and teacher evaluation observational rubric commonalities to "develop a taxonomy of teacher practices" and code various teaching practices (Balch, 2011, as cited in Sprague, 2013, p. 25). Sprague (2013) further stated that after determining teacher effectiveness commonalities, Balch formulated items that allowed students to rate the frequency of teachers' behaviors. According to Sprague (2013), Balch stated that all 64 of his survey statements "have a basis in either overlapping areas of literature review or are grounded in descriptions of teacher behaviors from valid observational rubrics" (as cited in Sprague, 2013, p.26).

Concerning the construct validity, Sprague pointed out that Balch (2011) conducted "think-aloud cognitive interviews" to "ensure that students interpret each item according to the desired objective" (as cited in Sprague, 2013, p.27). Balch asked students to respond to items about teachers "in a variety of different academic subjects" (as cited in Sprague, 2013, p.28) to minimize subject bias on survey statements. According to the interview results, Balch (2011) revised or deleted items that were not applied to certain subjects. Balch also conducted interviews with former teachers and content experts and further revised his survey statements according to their feedback (as cited in Sprague, 2013).

Regarding the reliability issue, Sprague (2013) stated that Balch piloted his survey in 2011 as part of Georgia's Race to the Top initiative. All middle and high schools in seven Georgia school districts participated, totaling over 12,000 students. Balch (2011) concluded

his study by identifying his survey as a “valid and reliable instrument to measure teacher effectiveness using student feedback” (as cited in Sprague, 2013, p. 27).

Sprague (2013) also established inter-rater reliability for her adapted Students Perceptions of Teachers Effectiveness Questionnaire, approaching two independent professional educators who are familiar with Danielson’s (2011) framework to crosscheck her alignment of Balch’s (2011) “Student survey on teacher practice” survey statements with Danielson’s domains and components . Sprague (2013) concluded that all the adapted survey items were aligned with Danielson’s (2011) domains and components of teacher effectiveness.

Concerning the validity of this research study, as the researcher removed some of the items that were found not relevant to the local education context, the researcher submitted a first draft of the questionnaire adapted from Sprague (2013) to the major advisor for suggestions and improvement. The proposed student survey for this study has been developed and adapted on the basis of studies that did not report Cronbach’s alpha coefficient of students’ perceptions of teacher effectiveness, the researcher ran a pilot study to report Cronbach’s alpha coefficient of students’ perceptions of teacher effectiveness in order to confirm internal consistency and reliability. Pilot study was run the second week of December 2017, before the researcher established this real study. Twenty students (10 students from Grade 10 and 10 students from Grade 11) from Mai Ja Yang High School participated in the pilot study.

According to the researcher’s pilot study, the average Cronbach’s alpha coefficient of SPTEQ was .92 , showing a .77 Cronbach’s alpha on items of Domain 1: Planning and preparation, a .64 Cronbach’a alpha on items of Domain 2: Classroom environment, and a .88 Cronbach’s alpha on items of Domain 3: Instruction. The specification of the items of SPTEQ is summarized in Table 4.

Table 4

Internal Reliability of Students' Perceptions of Teacher Effectiveness Questionnaire (SPTEQ)

Domain	Item number	Number of items for each domain	Cronbach's alpha value from pilot study
Domain 1: Planning and Preparation	1-10	10	.77
Domain 2: Classroom Environment	11-19	9	.64
Domain 3: Instruction	20-33	14	.88
Total	33	33	.92

Translation Validity

The questionnaire was translated from English to Kachin language in order to help students from the two selected schools understand the items clearly. Firstly, the questionnaire was translated by one of the local scholars from Mai Ja Yang Institute of Education who has strong backgrounds in Education and English and Kachin translation. Then, a back-translation procedure was done by two master's degree holders who have strong backgrounds in English and Kachin translation for checking translation validity. The questionnaire translation approval forms from the two master's degree holders is attached in the Appendix D.

Collection of Data

After securing permission to conduct the research from the principals of Lai Za High School and Mai Ja Yang High School, the questionnaire was delivered to sample students from Lai Za High School and Mai Ja Yang High School by the researcher in the first week and second week of January 2018 during the second semester of academic year 2017-2018. The researcher was in the classroom, while students were answering the survey. Hundred

percent (100%) of questionnaire were returned to the researcher. The data collection process for the research is summarized in Table 5.

Table 5

Data Collection Process

Date	Task
1st August, 2017	Requested permission from the principals of the target schools
28th November 2017	Proposal defense
18th December 2017	Pilot study
5th January 2018	Distributed and collected questionnaires to 220 students in Mai Ja Yang High School
10th January 2018	Distributed and collected questionnaires to 184 students in Lai Za High School

Data Analysis

The present study uses descriptive statistics (means and standard deviations) and statistical hypothesis testing (independents samples *t*-test) to analyze the quantitative data to be collected and hence address the research objectives previously discussed. The objectives and analysis methods are summarized below.

Research Objective 1

1. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar.

1.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

1.2. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

1.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction Lai Za High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.

Research Objective 2

2. To determine Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar.

2.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

2.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

2.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

Method: Means and standard deviations were used to show the level of Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

Research Objective 3

3. To identify if there is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

   Method: The two-tailed independent samples *t*-test was used to identify if there was a significant difference in Grade10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Research Objective 4

4. To identify if there is a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

   Method: The two-tailed independent samples *t*-test was used to identify if there was a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Research Objective 5

5. To identify if there is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

   Method: The two-tailed independent samples *t*-test was used to identify if there was a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Summary of the Research Process

A Summary of the research process is presented in Table 6.

Table 6

Summary of the Research Process for This Study

Research Objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
1. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar 1.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar 1.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar 1.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar	83 students in Grade 10 and 101 students in Grade 11 (totaling 184 students) at Lai Za High School, Kachin State, Myanmar	Students' perceptions of teacher effectiveness questionnaire (SPTEQ) (Sprague, 2013)	Means and standard deviations

(continued)

(continued)

Research objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
2. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar 2.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar 2.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar 2.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar	105 students in Grade 10 and 115 students in Grade 11 (totaling 220 students) at Mai Ja Yang High School, Kachin State, Myanmar	Students' perceptions of teacher effectiveness questionnaire (SPTEQ) (Sprague, 2013)	Means and standard deviations

(continued)

(continued)

Research objectives	Source of data or sample	Data collection method or research instrument	Method of data analysis
3. To identify if there is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar	83 and 105 Grade 10 students in Lai and Mai Ja Yang High School	Students' perceptions of teacher effectiveness questionnaire (SPTEQ) (Sprague, 2013)	Independent samples *t*- test
4. To identify if there is a significant difference in Grades 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar	101 and 115 Grade 11 students in Lai Za and Mai Ja Yang High School		Independent samples *t*- test
5. To identify if there is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar	184 and 220 Grades 10 to 11 students in Lai Za and Mai Ja Yang High School		Independent samples *t*- test

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CHAPTER IV

RESEARCH FINDINGS

This chapter reports the findings obtained from the implementation of the quantitative survey SPTEQ in Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar in the second half of academic year 2017-2018. A total of 184 students from Lai Za High School and 220 students from Mai Ja Yang high school participated in the survey. The findings are displayed into tables and sections, reported separately for overall response and broken down into results by schools, grades and domains of English teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction).

Research Objective 1

Research Objective 1 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar. In order to address Research Objective 1, the SPTEQ was implemented to collect data of students' perceptions on the three domains of Danielson's (2011) teacher effectiveness (i.e., planning and preparation, classroom environment, and instruction). All items from the three domains used a 5-point Likert scale (1= *never*, 2= *sometimes*, 3= *often*, 4=*almost always*, 5= *always*). Table 7 displays the mean scores, standard deviations, and interpretation of Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar.

Table 7

Mean Scores, Standard Deviations, and Interpretation of Grades 10 and 11 Students' Perceptions of English Teacher Effectiveness in Lai Za High School

Grade	*N*	*M*	*SD*	Teacher effectiveness interpretation
Grade 10	83	3.28	.48	Neither effective nor ineffective
Grade 11	101	3.66	.41	Effective

Overall Grade 10 students' perceptions of English teacher effectiveness in Lai Za High School was $M = 3.28$, which is interpreted as neither effective nor ineffective, and the total mean score of overall Grade 11 students' perceptions of English teacher effectiveness in Lai Za High School was $M = 3.66$, which is interpreted as effective.

In the following sub-sections, the findings regarding Research Objective 1 will be presented in detail. For that purpose, Research Objective 1 was divided into three sub-objectives, each one corresponding to a domain of English teacher effectiveness identified by Danielson (2011).

Research Objective 1.1

Research Objective 1.1 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 1.1 are presented by grade.

Grade 10. Table 8 displays the mean scores, standard deviations, and interpretation of Grade 10 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

Table 8

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Planning and Preparation

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
1	My teacher was able to answer students' questions about the subject	4.18	.93	Effective
2	My teacher had something else for me to do if I finished classwork early	2.64	1.23	Neither effective nor ineffective
3	The activities we did in class kept me interested	3.82	1.14	Effective
4	My teacher explained how new ideas were connected to what we already learned	3.47	1.34	Neither effective nor ineffective
5	My teacher told us about the learning goals / objectives of the day	4.04	1.42	Effective
6	My teacher was available for help outside of class	3.90	1.33	Effective
7	My teacher told us things about what we were studying that were not in the textbook	3.35	1.40	Neither effective nor ineffective
8	The work we did in this class was challenging	4.05	4.05	Effective
9	We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)	2.19	1.00	Ineffective
10	My teacher had us apply what we learned to real-life situations	2.82	1.31	Neither effective nor ineffective
Planning and Preparation overall		3.45	1.22	Neither effective nor ineffective

Results in Table 8 show that overall Grade 10 students from Lai Za High School perceived their English teachers as effective regarding five aspects of planning and preparation stated in Items 1, 3, 5, 6 and 8 (e.g., “my teacher was able to answer students’ questions about the subject” (Item 1) and “the activities we did in class kept me interested” (Item 3)). On the other hand, students perceived their English teachers as ineffective regarding the statement “we learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)” (Item 9). In addition, students perceived their English teachers as neither effective nor ineffective regarding the four statements in Items 2, 4, 7, 10 (e.g., “my teacher had something else for me to do if I finished classwork early” (Item 2) and “my teacher explained how new ideas were connected to what we already learned” (Item 4)).

Overall Grade 10 students’ perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School was M = 3.45, which is interpreted as neither effective nor ineffective. In other words, Grade 10 students in Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding planning and preparation.

Grade 11. Table 9 displays the mean scores, standard deviations, and interpretation of Grade 11 students’ perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

Table 9

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students' Perceptions of English Teacher Effectiveness Regarding Planning and Preparation in Lai Za High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
1	My teacher was able to answer students' questions about the subject	3.95	1.04	Effective
2	My teacher had something else for me to do if I finished classwork early	2.80	1.18	Neither effective nor ineffective
3	The activities we did in class kept me interested	3.36	1.30	Neither effective nor ineffective
4	My teacher explained how new ideas were connected to what we already learned	3.66	1.33	Neither effective nor ineffective
5	My teacher told us about the learning goals / objectives of the day	4.63	.79	Highly effective
6	My teacher was available for help outside of class	3.67	1.36	Effective
7	My teacher told us things about what we were studying that were not in the textbook	4.51	.91	Highly effective
8	The work we did in this class was challenging	4.18	.97	Effective
9	We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)	3.23	1.19	Neither effective nor ineffective
10	My teacher had us apply what we learned to real-life situations	3.17	1.44	Neither effective nor ineffective
Planning and preparation overall		3.72	1.17	Effective

Results in Table 9 show that overall Grade 11 students from Lai Za High School perceived their English teachers as highly effective regarding the two aspects of planning and preparation stated in Items 5 and 7 ("my teacher told us about the learning goals / objectives

of the day") and ("my teacher told us things about what we were studying that were not in the textbook"). In addition, students perceived their English teachers as effective regarding the statements in Items 1, 6, and 8 (e.g., "my teacher was able to answer students' questions about the subject" (Item 1), and "my teacher was available for help outside of class" (Item 6)). However students perceived their English teachers as neither effective nor ineffective regarding the statements in Item 2, 3,4, 9, and 10 (e.g., "my teacher had something else for me to do if I finished classwork early" (Item 2), and "the activities we did in class kept me interested" (Item 3)).

Overall Grade 11 students' perceptions of English teacher effectiveness regarding planning and reparation in Lai Za High School was M = 3.72, which is interpreted as effective. In other words, Grades 11 students in Lai Za High School, on average, perceived their English teachers as effective regarding planning and preparation.

Research Objective 1.2

Research Objective 1.2 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 1.2 are presented by grade.

Grade 10. Table 10 displays the mean scores, standard deviations, and interpretation of Grade 10 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

Table 10

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Classroom Environment in Lai Za High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
11	My teacher showed respect for all students	3.29	1.55	Neither effective nor ineffective
12	Students in that class treated each other with respect	3.36	1.38	Neither effective nor ineffective
13	Compared to other classes I've had in this subject, I looked forward to going to this class	4.14	1.15	Effective
14	My teacher encouraged us to ask questions in class	2.89	1.36	Neither effective nor ineffective
15	When I answered a question wrong in class, my teacher helped me figure out the right answer	4.05	1.17	Effective
16	My teacher was enthusiastic about the subject	3.47	1.26	Effective
17	We learned or worked during the entire class	4.18	1.20	Effective
18	My teacher corrects students when they do not follow the rules of the class	4.35	1.02	Effective
19	I understood how I was supposed to behave in that class	3.69	1.09	Effective
Classroom Environment overall		3.71	1.25	Effective

Results in Table 10 show that overall Grade 10 students from Lai Za High School perceived their English teachers as effective regarding the six aspects of classroom environment stated in Items 13, 15, 16, 17, 18 and 19 (e.g., "compared to other classes I've

had in this subject, I looked forward to going to this class" (Item 13) and, "when I answered a question wrong in class, my teacher helped me figure out the right answer" (Item 15)). On the other hand, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 11, 12, and 14 (e.g., "my teacher showed respect for all students" (Item 11), and "students in that class treated each other with respect" (Item 12)).

Overall Grade 10 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School was *M* = 3.71, which is interpreted as effective. In other words, Grades 10 students in Lai Za High School, on average, perceived their English teachers as effective regarding classroom environment.

Grade 11. Table 11 displays the mean scores, standard deviations, and interpretation of Grade 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

Table 11

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students' Perceptions of English Teacher Effectiveness Regarding Classroom Environment in Lai Za High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
11	My teacher showed respect for all students	3.71	1.32	Effective
12	Students in that class treated each other with respect	3.76	1.24	Effective
13	Compared to other classes I've had in this subject, I looked forward to going to this class	4.67	.65	Highly effective
14	My teacher encouraged us to ask questions in class	3.48	1.19	Neither effective nor ineffective

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Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
15	When I answered a question wrong in class, my teacher helped me figure out the right answer	3.91	1.18	Effective
16	My teacher was enthusiastic about the subject	4.12	1.01	Effective
17	We learned or worked during the entire class	4.31	.95	Effective
18	My teacher corrects students when they do not follow the rules of the class	4.64	.64	Highly effective
19	I understood how I was supposed to behave in this class	3.60	1.09	Effective
Classroom Environment overall		4.02	1.05	Effective

Results in Table 11 show that overall Grade 11 students from Lai Za High School perceived their English teachers as highly effective regarding the two aspects of classroom environment stated in Items 13 and 18 (“compared to other classes I’ve had in this subject, I looked forward to going to this class”), and (“my teacher corrects students when they do not follow the rules of the class”), while students perceived their English teachers as neither effective nor ineffective regarding the statement “my teacher encouraged us to ask questions in class” (Item 14). In addition, students perceived their English teachers as effective regarding the statements in Items 11,12,15,16, 17 and 19 (e.g., “my teacher showed respect for all students” (Item 11), and “students in that class treated each other with respect” (Item 12)).

Overall Grade 11 students’ perceptions of English teacher effectiveness regarding classroom Environment in Lai Za High School was *M* = 4.20, which is interpreted as

effective. In other words, Grade 11 students in Lai Za High School, on average, perceived their English teachers as effective regarding classroom environment.

Research Objective 1.3

Research Objective 1.3 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 1.3 are presented by grade.

Grade 10. Table 12 displays the mean scores, standard deviations, and interpretation of Grade 10 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.

Table 12

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Instruction in Lai Za High School

Item	Item statement	*M*	*SD*	Teacher effectiveness Interpretation
20	When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made	3.70	1.19	Effective
21	My teacher explained things in a way that made it easy for me to understand	3.45	1.15	Neither effective nor ineffective
22	My teacher used examples to help explain ideas	3.22	1.21	Neither effective nor ineffective
23	My teacher asked questions in class that made me really think about what we were learning	2.59	1.16	Neither effective nor ineffective

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Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
24	My teacher encouraged me to share my ideas or opinions about what we were learning in class	2.42	1.41	Ineffective
25	My teacher asked me to explain my answers (how I came up with it or thought of it	1.66	.95	Ineffective
26	The activities we did in class helped me understand what we were learning	2.90	1.29	Neither effective nor ineffective
27	My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)	2.51	1.39	Neither effective nor ineffective
28	At the end of each lesson, the teacher reviewed what we learned	3.72	1.49	Effective
29	My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)	3.51	1.40	Effective
30	My teacher provided helpful written comments on assignments	2.52	1.29	Neither effective nor ineffective
31	I learned from my mistakes in that class	3.76	1.26	Effective
32	My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)	1.40	.84	Highly ineffective
33	If I do not understand something in class, my teacher explains it in a different way to help me understand	3.06	1.37	Neither effective nor ineffective
Instruction overall		2.89	1.25	Neither effective nor ineffective

Results in Table 12 show that overall Grade 10 students in Lai Za High School perceived their English teacher as effective regarding the four aspects of instruction stated in Items 20, 28, 29, and 31 (e.g., “when explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made” (Item 20), and “at the end of each lesson, the teacher reviewed what we learned” (Item 28)). On the other hand, students perceived their English teachers as ineffective regarding the statements in Items 24 and 25 (“my teacher encouraged me to share my ideas or opinions about what we were learning in class” and “my teacher asked me to explain my answers (how I came up with it or thought of it) (Item 25)). In addition, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 21, 22, 23, 26, 27, 30 and 33 (e.g., “my teacher explained things in a way that made it easy for me to understand” (Item 21), and “my teacher used examples to help explain ideas” (Item 22)), while students perceived their English teachers as highly ineffective regarding the statement in Item 32 (“my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)”).

Overall Grade 10 students’ perceptions of their English teacher effective regarding instruction in Lai Za High School was M = 2.89, which is interpreted as neither effective nor ineffective. In other words, Grade 10 students in Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Grade 11. Table 13 displays the mean scores, standard deviations, and interpretation of Grade 11 students’ perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.

Table 13

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students' Perceptions of English Teacher Effectiveness Regarding Instruction in Lai Za High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
20	When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made	4.00	1.01	Effective
21	My teacher explained things in a way that made it easy for me to understand	3.74	1.12	Effective
22	My teacher used examples to help explain ideas	4.11	1.02	Effective
23	My teacher asked questions in class that made me really think about what we were learning	3.59	1.21	Effective
24	My teacher encouraged me to share my ideas or opinions about what we were learning in class	3.30	1.25	Neither effective nor ineffective
25	My teacher asked me to explain my answers (how I came up with it or thought of it	2.18	1.06	Neither effective nor ineffective
26	The activities we did in class helped me understand what we were learning	3.54	1.25	Effective
27	My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)	3.10	1.34	Neither effective nor ineffective
28	At the end of each lesson, the teacher reviewed what we learned	3.86	1.35	Effective

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Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
29	My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)	4.01	1.20	Effective
30	My teacher provided helpful written comments on assignments.	2.75	1.35	Neither effective nor ineffective
31	I learned from my mistakes in that class	4.01	1.10	Effective
32	My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)	1.81	1.25	Ineffective
33	If I do not understand something in class, my teacher explains it in a different way to help me understand	3.41	1.29	Neither effective nor ineffective
Instruction overall		3.49	1.20	Neither effective nor ineffective

Results in Table 13 show that overall Grade 11 students in Lai Za High School perceived their English teacher as effective regarding the eight aspects of instruction stated in Items 20, 21, 22, 23, 26, 28, 29 and 31 (e.g., “my teacher explained things in a way that made it easy for me to understand” (Item 21), “my teacher used examples to help explain ideas” (Item 22)), while students perceived their English teacher as ineffective regarding the statement in Item 32 (“my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)”. In addition, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items, 24, 25, 27, 30, and 33 (e.g., “my teacher encouraged me to share my ideas or opinions about what we were learning in class” (Item 24) and “my teacher asked me to explain my answers (how I came up with it or thought of it” (Item 25)).

Overall Grade 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School was *M* = 3.49, which is interpreted as neither effective nor ineffective. In other words, Grade 11 students in Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Research Objective 2

Research Objective 2 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar. In order to address Research Objective 2, the SPTEQ was implemented to collect data of students' perceptions on the three domains of Danielson's (2011) teacher effectiveness (i.e., planning and preparation, classroom environment, and instruction). All items from the three domains used a 5-point Likert scale (1= *never*, 2= *sometimes*, 3= *often*, 4=*almost always*, 5= *always*).

Table 14 displays the mean scores, standard deviations, and interpretation of Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar.

Table 14

Mean Scores, Standard Deviations, and Interpretation of Grades 10 and 11 Students' Perceptions of English Teacher Effectiveness in Mai Ja Yang High School, Kachin State, Myanmar

Grade	*N*	*M*	*SD*	Teacher effectiveness interpretation
Grade 10	105	3.65	.53	Effective
Grade 11	115	3.57	.47	Effective

Overall Grade 10 students' perceptions of English teacher effectiveness in Mai Ja Yang High School was *M* = 3.65, which is interpreted as effective, and the total mean score of Grade 11 students' perceptions of English teacher effectiveness in Mai Ja High School was *M* = 3.57, which is interpreted as effective.

In the following sub-sections, the findings regarding Research Objective 2 will be presented in detail. For that purpose, Research Objective 2 was divided into three sub-objectives, each one corresponding to a domain of English teacher effectiveness identified by Danielson (2011).

Research Objective 2.1

Research Objective 2.1 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 2.1 are presented by grade.

Grade 10. Table 15 displays the mean scores, standard deviations, and interpretation of Grade 10 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

Table 15

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Planning and Preparation in Mai Ja Yang High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
1	My teacher was able to answer students' questions about the subject	4.44	.77	Effective
2	My teacher had something else for me to do if I finished classwork early	2.43	1.26	Neither effective nor ineffective
3	The activities we did in class kept me interested	3.63	1.40	Effective
4	My teacher explained how new ideas were connected to what we already learned	2.76	1.29	Neither effective nor ineffective
5	My teacher told us about the learning goals / objectives of the day	4.08	1.45	Effective
6	My teacher was available for help outside of class	4.03	1.24	Effective
7	My teacher told us things about what we were studying that were not in the textbook	3.35	1.36	Neither effective nor ineffective
8	The work we did in this class was challenging	4.12	1.21	Effective
9	We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)	3.36	1.35	Neither effective nor ineffective
10	My teacher had us apply what we learned to real-life situations	2.92	1.52	Neither effective nor ineffective
Planning and Preparation overall		3.51	1.29	Effective

Results in Table 15 show that overall Grade 11 students in Mai Ja Yang High School perceived their English teacher as effective regarding the five aspects of planning and preparation stated in Items 1, 3, 5, 6, and 8 (e.g., “my teacher was able to answer students’ questions about the subject” (Item 1), “the activities we did in class kept me interested” (Item 3)). However, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 2, 4, 7, 9 and 10 (e.g., “my teacher had something else for me to do if I finished classwork early” (Item 2), and “my teacher explained how new ideas were connected to what we already learned” (Item 4)).

Overall Grade 10 students’ perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School was $M = 3.51$, which is interpreted as effective. In other words, Grade 10 students in Mai Ja Yang High School, on average, perceived their English teachers as effective regarding planning and preparation.

Grade 11. Table 16 displays the mean scores, standard deviations, and interpretation of Grade 11 students’ perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

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Table 16

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students Perceptions of English Teacher Effectiveness Regarding Planning and Preparation in Mai Ja Yang High School

Item	Item Statement	*M*	*SD*	Teacher effectiveness interpretation
1	My teacher was able to answer students' questions about the subject	4.50	.75	Effective
2	My teacher had something else for me to do if I finished classwork early	2.82	1.35	Neither effective nor ineffective
3	The activities we did in class kept me interested	3.74	1.22	Effective
4	My teacher explained how new ideas were connected to what we already learned	3.00	1.48	Neither effective nor ineffective
5	My teacher told us about the learning goals / objectives of the day	3.97	1.43	Effective
6	My teacher was available for help outside of class	3.79	1.35	Effective
7	My teacher told us things about what we were studying that were not in the textbook	3.90	1.34	Effective
8	The work we did in this class was challenging	3.90	1.18	Effective
9	We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)	3.28	1.32	Neither effective nor ineffective
10	My teacher had us apply what we learned to real-life situations	3.10	1.41	Neither effective nor ineffective
Planning and Preparation overall		3.59	1.69	Effective

Results in Table 16 show that overall Grade 11 students in Mai Ja Yang High School perceived their English teacher as effective regarding the six aspects of planning and preparation stated in Items 1, 3, 5, 6, 7 and 8 (e.g., “my teacher was able to answer students’ questions about the subject” (Item 1), and “the activities we did in class kept me interested” (Item 3)). On the other hand, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 2, 4, 9, and 10 (e.g., “my teacher had something else for me to do if I finished classwork early” (Item 2), and “my teacher explained how new ideas were connected to what we already learned” (Item 4)).

Overall Grade 11 students’ perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School was $M = 3.59$, which is interpreted as effective. In other word, Grade 11 students in Mai Ja Yang High School, on average, perceived their English teachers as effective regarding planning and preparation.

Research Objective 2.2

Research Objective 2.2 was to determine the Grades 10 and 11 students’ perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 2.2 are presented by grade.

Grade 10. Table 17 displays the mean scores, standard deviations, and interpretation of Grade 10 students’ perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

Table 17

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Classroom Environment in Mai Ja Yang High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
11	My teacher showed respect for all students	3.77	1.51	Effective
12	Students in that class treated each other with respect	3.98	1.22	Effective
13	Compared to other classes I've had in this subject, I looked forward to going to this class	4.70	.72	Highly effective
14	My teacher encouraged us to ask questions in class	3.20	1.30	Neither effective nor ineffective
15	When I answered a question wrong in class, my teacher helped me figure out the right answer	4.16	1.11	Effective
16	My teacher was enthusiastic about the subject	4.17	1.09	Effective
17	We learned or worked during the entire class	4.16	1.11	Effective
18	My teacher corrects students when they do not follow the rules of the class	4.51	.89	Highly effective
19	I understood how I was supposed to behave in this class	3.75	1.08	Effective
Classroom Environment overall		4.04	1.13	Effective

Results in Table 17 show that overall Grade 10 students in Mai Ja Yang High School perceived their English teacher as highly effective regarding the two aspects of classroom

environment stated in Items 13 (“compared to other classes I’ve had in this subject, I looked forward to going to this class”) and 18 (“my teacher corrects students when they do not follow the rules of the class”). In addition, students perceived their English teachers as effective regarding the statements in Items 11, 12, 15, 16, 17 and 19 (e.g., “my teacher showed respect for all students” (Item 11), and “students in that class treated each other with respect” (Item 12)). However, students perceived their English teacher as neither effective nor ineffective regarding the statement in Item 14 (“my teacher encouraged us to ask questions in class”).

Overall Grade 10 students’ perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School was M = 4.40, which is interpreted as effective. In other words, Grade 10 students in Mai Ja Yang High School perceived their English teachers as effective regarding classroom environment.

Grade 11. Table 18 displays the mean scores, standard deviations, and interpretation of Grade 11 students’ perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

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Table 18

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students' Perceptions of English Teacher Effectiveness Regarding Classroom Environment in Mai Ja Yang High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
11	My teacher showed respect for all students	3.83	1.37	Effective
12	Students in that class treated each other with respect	4.26	.99	Effective
13	Compared to other classes I've had in this subject, I looked forward to going to this class	4.54	.93	Highly effective
14	My teacher encouraged us to ask questions in class	3.37	1.27	Neither effective nor ineffective
15	When I answered a question wrong in class, my teacher helped me figure out the right answer	4.42	.88	Effective
16	My teacher was enthusiastic about the subject	3.94	1.16	Effective
17	We learned or worked during the entire class	3.94	1.02	Effective
18	My teacher corrects students when they do not follow the rules of the class	4.30	1.10	Effective
19	I understood how I was supposed to behave in this class	3.93	.91	Effective
Classroom Environment overall		4.05	1.08	Effective

Results in Table 18 show that overall Grade 11 students in Mai Ja Yang High School perceived their English teacher as highly effective regarding the aspect of classroom

environment stated in Items13 ("compared to other classes I've had in this subject, I looked forward to going to this class") while, students perceived their English teachers as neither effective nor ineffective regarding the statement in Item 14 ("my teacher encouraged us to ask questions in class"). However, students perceived their English teachers as effective regarding the statements in Items, 11, 12, 15, 16, 17, 18 and 19 (e.g., "my teacher showed respect for all students" (Item 11), and "students in that class treated each other with respect" (Item 12))

Overall Grade 11 students' perceptions of English teacher effectiveness regarding classroom environments in Mai Ja Yang High school was M = 4.05, which is interpreted as effective. In other words, Grade 11 students in Mai Ja Yang High School, on average, perceived their English teachers as effective regarding classroom environment.

Research Objective 2.3

Research Objective 2.3 was to determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

In the following sub-sections, the findings regarding Research Objective 2.3 are presented by grade.

Grade 10. Table 19 displays the mean scores, standard deviations, and interpretation of Grade 10 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

Table 19

Mean Scores, Standard Deviations, and Interpretation of Grade 10 Students' Perceptions of English Teacher Effectiveness Regarding Instruction in Mai Ja Yang High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
20	When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made	3.67	1.23	Effective
21	My teacher explained things in a way that made it easy for me to understand	3.94	1.16	Effective
22	My teacher used examples to help explain ideas	3.71	1.27	Effective
23	My teacher asked questions in class that made me really think about what we were learning	3.65	1.22	Effective
24	My teacher encouraged me to share my ideas or opinions about what we were learning in class	3.05	1.36	Neither effective nor ineffective
25	My teacher asked me to explain my answers (how I came up with it or thought of it	2.34	1.26	Ineffective
26	The activities we did in class helped me understand what we were learning	3.82	1.23	Effective
27	My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)	3.37	1.48	Neither effective nor ineffective
28	At the end of each lesson, the teacher reviewed what we learned	4.13	1.29	Effective

(continued)

(continued)

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
29	My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)	4.55	.88	Highly effective
30	My teacher provided helpful written comments on assignments	2.70	1.55	Neither effective nor ineffective
31	I learned from my mistakes in that class	4.14	1.14	Effective
32	My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)	2.02	1.23	Ineffective
33	If I do not understand something in class, my teacher explains it in a different way to help me understand	3.75	1.20	Effective
Instruction overall		3.49	1.25	Neither effective nor ineffective

Results in Table 19 show that, overall Grade 10 students in Mai Ja Yang High School perceived their English teacher as highly effective regarding the aspect of instruction stated in Item 29 ("my teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)"), while students perceived their English teachers as ineffective regarding the statements in Item 25 and 32 ("my teacher asked me to explain my answers (how I came up with it or thought of it" (Item 25)), and ("my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)" (Item 32)). In addition, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 24, 27 and 30 (e.g., "my teacher encouraged me to share my ideas or opinions about what we were learning in class" (Item 24), and "my teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)" (Item 27)). However, students perceived their English teachers as effective regarding the statements in Items 20, 21, 22, 23, 26, 28, 31, and 33 (e.g., "when explaining new skills or ideas in class,

my teacher told us about the common mistakes that students often made" (Item 20), and my teacher explained things in a way that made it easy for me to understand" (Item 21)).

Overall Grade 10 students' perceptions of English teacher effectiveness regarding Instruction in Mai Ja Yang High School was *M* = 3.49, which is interpreted as neither effective nor ineffective. In other words, Grade 10 students in Mai Ja Yang High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Grade 11. Table 20 displays the mean scores, standard deviations, and interpretation of Grade 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

Table 20

Mean Scores, Standard Deviations, and Interpretation of Grade 11 Students' Perceptions of English Teacher Effectiveness Regarding Instruction in Ma Ja Yang High School

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
20	When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made	3.81	1.15	Effective
21	My teacher explained things in a way that made it easy for me to understand	3.83	1.09	Effective
22	My teacher used examples to help explain ideas	3.70	1.28	Effective
23	My teacher asked questions in class that made me really think about what we were learning	3.17	1.30	Neither effective nor ineffective

(continued)

(continued)

Item	Item statement	*M*	*SD*	Teacher effectiveness interpretation
24	My teacher encouraged me to share my ideas or opinions about what we were learning in class	3.11	1.35	Neither effective nor ineffective
25	My teacher asked me to explain my answers (how I came up with it or thought of it	2.20	1.31	Ineffective
26	The activities we did in class helped me understand what we were learning	3.40	1.25	Neither effective nor ineffective
27	My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)	3.02	1.43	Neither effective nor ineffective
28	At the end of each lesson, the teacher reviewed what we learned	3.44	1.49	Neither effective nor ineffective
29	My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)	3.93	1.36	Effective
30	My teacher provided helpful written comments on assignments	2.64	1.25	Neither effective nor ineffective
31	I learned from my mistakes in that class.	3.94	1.11	Effective
32	My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)	1.56	.94	Ineffective
33	If I do not understand something in class, my teacher explains it in a different way to help me understand	3.49	1.36	Neither effective nor ineffective
Instruction overall		3.23	1.27	Neither effective nor ineffective

Results in Table 20 show that overall Grade 10 students in Mai Ja Yang High School perceived their English teacher as effective regarding the five aspects of instruction stated in Items 20, 21, 22, 29 and 31 (e.g., “when explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made” (Item 20), and “my teacher explained things in a way that made it easy for me to understand” (Item 21)). On the other hand, students perceived their English teachers as ineffective regarding the statement in Item 32 (“my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)”). In addition, students perceived their English teachers as neither effective nor ineffective regarding the statements in Items 23, 24, 26, 27, 28, 30 and 33 (e.g., “my teacher asked questions in class that made me really think about what we were learning” (Item 23), and “my teacher encouraged me to share my ideas or opinions about what we were learning in class” (Item 24)).

Overall Grade 11 students’ perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High school was $M = 3.23$, which is interpreted as neither effective nor ineffective. In other words, Grades 11 students in Mai Ja Yang High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Research Objective 3

Research Objective 3 was to identify if there was a significant difference in Grade 10 students’ perceptions of English Teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

Table 21 displays the results of the independent samples *t*-test comparing Grade 10 students’ perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

Table 21

Results of the Independent Samples t-Test Comparing Grade 10 Students' Perceptions of English Teacher Effectiveness Between Lai Za High School and Mai Ja Yang High School

School	*N*	*M*	*SD*	*df*	*t*	*p*
Lai Za High School	83	3.28	.48	186	-4.91	<.001
Mai Ja Yang High School	105	3.65	.53			

Note. There was a statistically significant difference in Grade 10 students' perceptions of English teachers effectiveness between Lai Za High School and Mai Ja Yang High School (statistical significance level set at *p*=.05, two-tailed).

The overall sample means displayed in Table 21, could be interpreted as Grade 10 students in Mai Ja Yang High School assigning a higher score to their perceptions of English teacher effectiveness than Grade 10 students' in Lai Za High School (for Mai Ja Yang High School, *M* = 3.65, *SD* =.53, teacher effectiveness interpretation = effective; for Lai Za High School, *M*= 3.28, *SD* =.48, teacher effectiveness interpretation = neither effective nor ineffective). Therefore, the analysis of the results of the independent sample *t*-test shown in Table 21 revealed, as expected, a significant difference in Grade 10 students' perceptions of English teacher effective between Lai Za High School and Mai Ja Yang High School, $t(186) = -4.91$; $p < .001$.

Research Objective 4

Research Objective 4 was to identify if there was a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

Table 22 displays the results of the independent samples *t*-test comparing Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

Table 22

Results of the Independent Samples t-Test Comparing Grade 11 Students' Perceptions of English Teacher Effectiveness Between Lai Za High School and Mai Ja Yang High School

School	*N*	*M*	*SD*	*df*	*t*	*p*
Lai Za High School	101	3.66	.41			
				214	1.53	.13
Mai Ja Yang High School	115	3.57	.47			

Note. There was no statistically significant difference in Grade 11 students' perceptions of English teachers effectiveness between Lai Za High School and Mai Ja Yang High School (statistical significance level set at *p*=.05, two-tailed).

The sample means are displayed in Table 22, which could be interpreted that Grade 11 students' perceptions of English teacher effectiveness in Lai Za High School were a statistically not different to Grade 11 students' perceptions of English teacher effectiveness in Lai Za High School (for Lai Za High School, *M* = 3.66, *SD* =.41, teacher effectiveness interpretation = effective; for Mai Ja Yang High School, *M*= 3.57, *SD* =.47, teacher effectiveness interpretation = effective). Therefore, the analysis of the results of the independent sample *t*-test shown in Table 22 failed to reveal a significant difference in Grade 11 students' perceptions of English teacher effective between Lai Za High School and Mai Ja Yang High School, $t(214) = 1.53$; $p = .13$.

Research Objective 5

Research Objective 5 was to identify if there was a significant difference in Grades 10 to 11 students' perceptions of English Teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

Table 23 displays the results of the independent samples *t*-test comparing Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

Table 23

Results of the Independent Samples t-Test Comparing Grades 10 to 11 Students' Perceptions of English Teacher Effectiveness Between Lai Za High School and Mai Ja Yang High School

School	*N*	*M*	*SD*	*df*	*t*	*p*
Lai Za High School	184	3.49	.47	402	-2.39	.02
Mai Ja Yang High School	220	3.61	.50			

Note. There was a statistically significant difference in Grade 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School (statistical significance level set at *p*=.05, two-tailed).

The sample means are displayed in Table 23, could be interpreted as Grades 10 to 11 students in Mai Ja Yang High School assigning a higher score to their perceptions of English teacher effectiveness than Grades 10 to 11 students' in Lai Za High School (for Mai Ja Yang High School, *M* = 3.61, *SD* =.50, teacher effectiveness interpretation = effective; for Lai Za High School, *M*= 3.49, *SD* =.47, teacher effectiveness interpretation = neither effective not ineffective). Therefore, the analysis of the results of the independent sample *t*-test shown in Table 23 revealed, as expected, a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, $t(402) = -2.39$; $p = .02$.

Through the implementation of the SPTEQ, it was found that overall Grade 10 students in Lai Za High School perceived their English teacher as neither effective nor ineffective, while overall Grade 11 perceived their English teachers as effective. In addition, overall Grades 10 and 11 students in Mai Ja Yang High School perceived their English teachers as effective. The analysis of the results of the independent sample *t*-test for Grade 10, 11 and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School are shown in Table 24.

Table 24

Summary of Research Findings From the Independent Samples t-Tests Comparing Grades 10, 11 and 10 to 11 Students' Perceptions of English Teacher Effectiveness Between Lai Za High School and Mai Ja Yang High School

Research objective	Research findings from the independent samples *t*-test
To identify if there is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.	There was a significant difference in Grade 10 students' perceptions English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.
To identify if there is a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.	There was no significant difference in Grade students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

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continued

Research objective	Research findings from the independent samples *t*-test
To identify if there is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.	There was a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Note. Statistical significance level set at $p = .05$, two-tailed.

As shown in Table 24, the findings from the inferential statistics revealed that there was a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. Regarding Grade 11, the inferential statistics revealed that there was no significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. Regarding Grades 10 to 11, the inferential statistics revealed that there was a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. The next chapter will focus on the conclusions, discussions, and recommendations based on the research findings.

CHAPTER V

CONCLUSIONS, DISCUSSION, AND RECOMENDATIONS

In the previous chapter, the findings of the current study concerning Grades 10 and 11 students' perceptions of English teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction) in Lai Za High School and Mai Ja Yang High School were reported. This chapter will present the summary of the study and its findings, the conclusions from the findings, and a discussion placing the findings in context of previous research. This chapter ends with recommendations for students on how they can enhance effective learning on English subject, for teachers on how they can develop a more effective teaching, for administrators on how they can support teachers regarding effective teaching, and for future researchers.

Summary of the Study

The study was designed to determine if there were significant differences in Grade 10, Grade 11, and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar, in the academic year 2017-2018. For this purpose, the following research objectives were addressed.

1. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Lai Za High School, Kachin State, Myanmar.

    1.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Lai Za High School, Kachin State, Myanmar.

1.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Lai Za High School, Kachin State, Myanmar.

1.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Lai Za High School, Kachin State, Myanmar.

2. To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness in Mai Ja Yang High School, Kachin State, Myanmar.

2.1 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding planning and preparation in Mai Ja Yang High School, Kachin State, Myanmar.

2.2 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding classroom environment in Mai Ja Yang High School, Kachin State, Myanmar.

2.3 To determine the Grades 10 and 11 students' perceptions of English teacher effectiveness regarding instruction in Mai Ja Yang High School, Kachin State, Myanmar.

3. To identify if there is a significant difference in Grade 10 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

4. To identify if there is a significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

5. To identify if there is a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School in Kachin State, Myanmar.

The study was conducted on a population sample of 184 Grades 10 and 11 students from Lai Za High School and 220 Grades 10 and 11 students from Mai Ja Yang High School. A quantitative survey, the SPTEQ (Sprague, 2013), was administered to students to identify their perceptions of English teacher effectiveness on the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction). The SPTEQ was administered and collected in January 2018, during the second semester of the academic year 2017-2018.The data collected from administering the SPTEQ were divided by schools and grades, and compared through inferential statistics methods (i.e., independent samples *t*-tests) to determine if there were significant differences in Grade 10, Grade 11, and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School, Kachin State, Myanmar.

Summary of Findings

This section summarizes the findings obtained from the data collection and analysis. Findings are organized by research objective.

Research Objective 1

Regarding this research objective, the following findings were obtained.

- Grade 10 students from Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective.

- Grade 11 students from Lai Za High School, on average, perceived their English teachers as effective.

Research Objective 1.1. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Lai Za High School, on average, perceived their English teachers as neither effectiveness nor ineffective regarding planning and preparation.
- Grade 11 students from Lai Za High School, on average, perceived their English teachers as effective regarding planning and preparation.

Research Objective 1.2. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Lai Za High School, on average, perceived their English teachers as effective regarding classroom environment.
- Grade 11 students from Lai Za High School, on average, perceived their English teachers as effective regarding classroom environment.

Research Objective 1.3. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction**.**
- Grade 11 students from Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Research Objective 2

Regarding this research objective, the following findings were obtained.

- Grade 10 students from Mai Ja Yang High School, on average, perceived their English teachers as effective.
- Grade 11 students from Mai Ja Yang High School, on average, perceived their English teachers as effective.

Research Objective 2.1. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Mai Ja Yang High School, on average, perceived their English teachers as effective regarding planning and preparation.
- Grade 11 students from Mai Ja Yang High School, on average, perceived their English teachers as effective regarding planning and preparation.

Research Objective 2.2. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Mai Ja Yang High School, on average, perceived their English teachers as effective regarding classroom environment.
- Grade 11 students from Mai Ja Yang High School, on average, perceived their English teachers as effective regarding classroom environment.

Research Objective 2.3. Regarding this research objective, the following findings were obtained.

- Grade 10 students from Mai Ja Yang High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.
- Grade 11 students from Mai Ja Yang High School, on average, perceived their English teachers as neither effective nor ineffective regarding instruction.

Research Objective 3

Regarding to this research objective, it was found, from the comparison done using a two-tailed independent samples *t*-test, that there was a significant difference in Grade 10

students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Research Objective 4

Regarding to this research objective, it was found, from the comparison done using a two-tailed independent samples *t*-test, that there was no significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Research Objective 5

Regarding to this research objective, it was found, from the comparison done using a two-tailed independent samples *t*-test, that there was a significant difference in Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School.

Conclusions

From the findings, the following conclusions were drawn.

Research Objective 1

The findings from Research Objective 1 revealed that, in Lai Za High School, on average, Grade 10 students perceived their English teacher as neither effective nor ineffective, while Grade 11 students perceived their English teachers as effective under the three domains of teacher effectiveness identified by Danielson's (2011) (i.e., planning and preparation, classroom environment, and instruction). The findings suggest that Grade 11 English teachers from Lai Za High School seem to be more effective than those of Grade 10 English teachers from Lai Za High School, as perceived by Grades 10 and 11 students. According to the researcher's experience, this can be due to the fact that more experienced

teachers are usually assigned to teach in Grade 11, since a national standardized examination is held in Grade 11.

Research Objective 1.1.The findings from Research Objective 1.1 revealed that in Lai Za High School, on average, Grade 10 students perceived their English teacher as neither effective nor ineffective, while Grade 11 students perceived their English teachers as effective regarding planning and preparation. The findings suggest that Grade 11 English teachers from Lai Za High School seem to be more effective than those of Grade 10, regarding planning and preparation as perceived by Grades 10 and 11 students. Similarly as for Research Objective 1, this can be due to the fact that the more experienced the teachers are, the more they are assigned to teach in Grade 11, due to passing the standardized examination in Grade 11.

Research Objective 1.2. The findings from Research Objective 1.2 revealed that, in Lai Za High School, on average, Grade 10 students perceived their English teachers as effective regarding classroom environment. Similarly, Grade 11 students perceived their English teachers as effective regarding classroom environment. The findings suggest that both Grades 10 and 11 English teachers from Lai Za High School seem to have good interaction and communication with their students and are managing the classroom environment effectively as perceived by Grades 10 and 11 students.

Research Objective 1.3. The findings from Research Objective 1.3 revealed that, in Lai Za High School, on average, Grade 10 students perceived their English teachers as neither effective nor ineffective regarding instruction. Similarly, Grade 11 students perceived their English teachers as neither effective nor ineffective regarding instruction. The findings suggest that both Grades 10 and 11 English teachers from Lai Za High School could not effectively implement their instructional procedures as perceived by Grades 10 and 11 students. A possible reason could be due to the fact that none of the Grades 10 and 11 English

teachers from Lai Za High School received English language teaching training as informed by the principal of Lai Za High School.

Research Objective 2

The findings from Research Objective 2 revealed that, in Mai Ja Yang High School, on average, Grade 10 students perceived their English teachers as effective. Similarly, Grade 11 perceived their English teachers as effective. The findings suggest that both Grades 10 and 11 English teachers from Mai Ja Yang High School are teaching effectively under the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction), as perceived by Grades 10 and 11 students.

Research Objective 2.1. The findings from Research Objective 2.1 revealed that, in Mai Ja Yang High School, on average, Grade 10 students perceived their English teachers as effective regarding planning and preparation. Similarly, Grade 11 students perceived their English teachers as effective regarding planning and preparation. The findings suggest that both Grades 10 and 11 English teachers in Mai Ja Yang High School seem to have well-planning for their teaching and learning process as perceived by Grades 10 and 11 students.

Research Objective 2.2. The findings from Research Objective 2.2 revealed that, in Mai Ja Yang High School, on average, Grade 10 students perceived their English teachers as effective regarding classroom environment. Similarly, Grade 11 students perceived their English teachers as effective regarding classroom environment. The findings suggest that both Grades 10 and 11 teachers in Mai Ja Yang High School have good interaction and communication with their students, and managing their classroom environment effectively as perceived by Grades 10 and 11 students.

Research Objective 2.3. The findings from Research Objective 2.3 revealed that, in Mai Ja Yang High School, on average, Grade 10 students perceived their English teachers as

neither effective nor ineffective regarding instruction. Similarly, Grade 11 students perceived their English teachers as neither effective nor ineffective regarding instruction. The findings suggest that both Grades 10 and 11 English teachers in Mai Ja Yang High School, could not effectively implement their instructional procedures as perceived by Grades 10 and 11 students. The possible reason of this research objective findings could be due to the fact that only three out of five English teachers from Mai Ja Yang High School received the SEP, which program is only aimed for primary and middle school English teachers, as informed by the principal of Mai Ja Yang High School.

Research Objective 3

The finding from Research Objective 3 revealed that there was a significant difference in Grade 10 students' overall perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. From the inferential statistical analysis, Grade 10 students' overall perception of English teacher effectiveness in Mai Ja Yang High School was significantly higher than Grade 10 students' overall perception of English teacher effectiveness in Lai Za High School. Therefore, in terms of teacher effectiveness interpretation, this finding indicates that English teacher effectiveness in Mai Ja Yang High School was perceived as effective by students, whereas English teacher effectiveness in Lai Za High School was perceived as neither effective nor ineffective by students. A possible reason of this research findings could be due to the fact that English teachers in Lai Za High School lack access to English language teaching training, compared to those English teachers from Mai Ja Yang High School, as informed by the principals of Lai Za High School and Mai Ja Yang High School.

Research Objective 4

The finding from Research Objective 4 revealed that there was no significant difference in Grade 11 students' overall perceptions of English teacher effectiveness between

Lai Za High School and Mai Ja Yang High School. The finding suggests that, regardless of being two different public schools, Grade 11 students' overall perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School were found not different under the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction). According to the researcher's experience, most of Grade 11 teachers apply exam-based teaching strategies (e.g., rote learning, memorization and recitation and so on) in order to make students pass the national standardized examination. Therefore, a possible reason could be due to the fact that both English teachers from Lai Za High School and Mai Ja Yang High School seem to implement similar teaching strategies, following the same formats of standardized test. Moreover, both Lai Za High School and Mai Ja Yang High School seem to assign experienced teachers in Grade 11, considering the more experienced the teachers are, the more they are able to teach students for passing the national standardized examination.

Research Objective 5

The finding from Research Objective 5 revealed that there was a significant difference in Grades 10 to 11 students' overall perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. From the inferential statistical analysis, Grades 10 to 11 students' overall perception of English teacher effectiveness in Mai Ja Yang High School was significantly higher than Grades 10 to 11 students' overall perception of English teacher effectiveness in Lai Za High School. The finding suggests that Grades 10 to 11 English teachers from Mai Ja Yang High School are teaching more effectively than Grades 10 to 11 English teachers from Lai Za High School under the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction), as perceived by Grades 10 to 11 students. A possible reason of this research finding could be due to the fact that more English teachers

from Mai Ja Yang High School have had access to English language teaching training, compared to English teachers from Lai Za High School, as informed by the principals of Lai Za High School and Mai Ja Yang High School**.**

Discussion

The findings of the current study revealed there were significant differences in Grade 10 and Grades 10 to 11 students' overall perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. On the other hand, no significant difference was found in Grade 11 students' overall perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School under the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction). Based on that, this section discusses the findings obtained from the current study, placing such findings in context of previous research.

Lai Za High School

The SPTEQ findings from Research Objectives 1.1 and 1.3 revealed that Grade 10 students from Lai Za High School, on average, perceived their English teachers as neither effective nor ineffective regarding planning and preparation and instruction. These findings agree with the statement of Danielson (2009), that planning and preparation and instruction are linked to one another. Teachers usually implement their teaching depending on what they prepared and planned (Danielson, 2009). If the teacher have effective plan, instructional procedure will also be well-implemented (Danielson, 2009). According to these statements, Grade 10 English teachers in Lai Za High School did not seem to have plan well for their instructional procedures, so the implementation of their instructional procedures, was not perceived as very effective by students. As a consequence, students perceived their English

teachers as neither effective nor ineffective regarding planning and preparation as well as instruction.

However, Grade 11 students perceived their English teachers as effective regarding planning and preparation, while they perceived their English teachers as neither effective nor ineffective regarding instruction. In other words, even though the English teachers were perceived by students as having planning well for their instruction, their instructional procedures were perceived as not being implemented effectively. These findings do not agree with the statement of Danielson (2009) concerning the link between planning and preparation and instruction.

Moreover, according to the findings of Research Objectives 1.2 and 1.3, both Grades 10 and 11 students perceived their English teachers as effective regarding classroom environment while, they perceived their English teachers as neither effective nor ineffective regarding instruction. In other words, Grades 10 and 11 English teachers were perceived by students as having a good interaction and communication with their students, whereas they were perceived as not being able to effectively implement their instructional procedures. According to Nougaret et al. (2005), teachers who are efficient in classroom environment are able to interact well with students and, are able to create safe and positive learning environment. Consequently, such learning environment contributes students higher achievement of their learning. Based on these findings, despite the fact that students perceived their English teachers as effective regarding classroom environment, according to standardized examination registered by KIO Education Department (2015), students' achievement on English subject was lower than others subject. In this regard, all of the English teachers teaching in Grades 10 and 11 received CCA and RWCT training, in which they might have learned about how to interact with students and how to manage classroom environment, so they could be doing well regarding classroom environment. On the contrary,

none of the teachers in Grades 10 and 11 from Lai Za High School received English language teaching training as informed by the principal of Lai Za High School. Therefore, lower achievement on English subject and, students perceiving their English teachers as neither effective nor ineffective regarding instruction could be due to the lack of access to subject matter training on English language teaching in Lai Za High School.

Mai Ja Yang High School

Based on the SPTEQ findings from Research Objectives 2.1, 2.2 and 2.3, both Grades 10 and 11 students perceived their English teachers as effective regarding planning and preparation and classroom environment, while both Grades 10 and 11 students perceived their English teachers as neither effective nor ineffective regarding instruction. These findings do not agree with either Danielson's (2009) statement concerning the link between planning and preparation and instruction, or Nougaret et al.'s (2005) statement of the connection between good communication between teachers and students and academic achievement since lower achievement in English subject is still occurred in both schools (KIO Education Department, 2015). A possible reason of these research findings is that all of Grades 10 and 11 English teachers received CCA and RWCT training in which they might have learned lesson planning and managing classroom environment. However, according to the principal of Mai Ja Yang High School, only three out of five English teachers from Grades 10 and 11 received the SEP, which program is only aimed for primary and middle school English teachers.

Moreover, these findings seem to contradict the findings obtained by Akram et al. (2015), which indicated that secondary and higher secondary students perceived their English teachers as effective under five elements of teacher effectiveness (i.e., subject matter knowledge , instructional planning and strategies , assessment, learning environment, and effectiveness of communication). In this research study, even though students perceived their

English teachers as effective regarding planning and preparation and classroom environment, students from both Grades 10 and 11 perceived their English teachers as neither effective nor ineffective regarding instruction.

Comparison Between Lai Za High School and Mai Ja Yang High School

Based on inferential statistics applied to the SPTEQ findings, there were significant differences in Grade 10 and Grades 10 to 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. The SPTEQ finding revealed that Grade 10 and Grades 10 to 11 students' overall perceptions of English teacher effectiveness in Mai Ja Yang High School were significantly higher than Grade 10 and Grades 10 to 11 students' perceptions of English teacher effectiveness in Lai Za High school. A possible reason of this research findings could be due to the fact that English teachers in Lai Za High School lack access to English language teaching training, compared to those English teachers from Mai Ja Yang High School, as informed by the principals of Lai Za High School and Mai Ja Yang High School. Based on these findings, this study seems to contradict the results obtained by Chamundeswri (2015), who found that there was no significant difference in students' perceptions of English teacher effectiveness among students at the higher secondary level in three different types of schools in India.

Moreover, the inferential statistics applied to the SPTEQ finding revealed that there was no significant difference in Grade 11 students' perceptions of English teacher effectiveness between Lai Za High School and Mai Ja Yang High School. According to the researcher's experience, most of Grade 11 teachers apply exam-based teaching strategies (e.g., rote learning, memorization and recitation and so on) in order to make students pass the national standardized examination. Therefore, a possible reason could be due to the fact that both English teachers from Lai Za High School and Mai Ja Yang High School seem to implement similar teaching strategies, following the same formats of standardized test.

Moreover, both Lai Za High School and Mai Ja Yang High School seem to assign experienced teachers in Grade 11, considering the more experienced the teachers are, the more they are able to teach students for passing the national standardized examination. This finding agrees with the results obtained by Chamundeswri (2015), that there was no significant difference in students' perceptions of teacher effectiveness at the higher secondary level in the three different types of schools in India.

Recommendations

Based on the findings of the current study, there are some recommendations for students, teachers, administrators, and future researchers.

Recommendations for Students

This study revealed that Grades 10 and 11 students from Lai Za High School and Mai Ja Yang High School perceived their English teachers as effective regarding classroom environment whereas, they perceived their English teachers as neither effectiveness nor ineffectiveness regarding instruction. In other words, based on these findings, English teachers, on average, from Lai Za High School and Mai Ja Yang High School seem to have good interaction and communication with students although the instructional procedures they implement seem to be not very effective according to their students perceptions. Therefore, since students have good communication and interaction with their English teacher, students could raise questions on the lessons, concept and ideas they are not clear and the knowledge they want to enhance. In addition, students could also propose their teachers to the learning activities and strategies they prefer in which they can learn effectively so that students could be able to improve effective learning in English subject.

Recommendations for Teachers

This study reveals that, on average, Grade11 students in Lai Za High School and Grades 10 and 11 students in Mai Ja Yang High School perceived their English teachers as effective regarding planning and preparation, and Grades 10 and 11 students in both schools perceived their English teachers as effective regarding classroom environment. On the other hand, students, on average, from both schools and both Grades, perceived their English teachers as neither effective nor ineffective regarding instruction. In other words, generally, Grades 10 and 11 English teachers from Lai Za High School and Mai Ja Yang High School are doing well regarding planning and preparation and classroom environment. However, the instructional strategies the English teachers from both schools delivered seem to be not very effective. Therefore, it is recommended that teachers should implement their instructional procedure according to what they planned and, revised their teaching strategies, teaching and learning process, assessment methods and reflect on how to deliver effective teaching. Moreover teachers should use formative assessments as a means of determining teaching effectiveness on an on-going basis. This will also positively affect how teachers are perceived by their students according to the three domains of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction).

More importantly, English teachers from both schools should extensively consider and improve their instructional procedure according to the SPTEQ statements regarding instruction which student perceived their English teachers as highly ineffective and ineffective regarding statements such as "my teacher encouraged me to share my ideas or opinions about what we were learning in class" (Item 24), "my teacher asked me to explain my answers (how I came up with it or thought of it" (Item 25) and "my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)" (Item 32). Overall, teachers could improve their teaching and learning process by revising and

identifying areas of strengths and weakness in their teaching according to SPTEQ findings of students view for their English teacher effectiveness.

Recommendations for Administrators

This study reveals that, on average, Grade11 students in Lai Za High School and Grades 10 and 11 students in Mai Ja Yang High School perceived their English teachers as effective regarding planning and preparation, and Grades 10 and 11 students in both schools perceived their English teachers as effective regarding classroom environment. However, students perceived their English teachers as neither effectiveness nor ineffective regarding instruction. In other words, the instructional strategies the English teachers from both schools delivered seem to be not effective. Therefore, the researcher recommends that, in order to be effectively implement instructional procedures in both schools, subject matter training for English subject, short courses, and seminars for English teacher should be organized on regular basis to refresh the knowledge of the teachers. It is recommended that more emphasis should be put on using the appropriate material, technology, and resources during training by the expert. It is also recommended that, according to findings of the SPTEQ statement regarding an aspect of instruction stated in Item 32 “my teacher brought in outside materials about the subject (news articles, real-life examples, etc.)”, both Grades 10 and 11 students from Lai Za High School and Mai Ja Yang High School perceived their English teachers as ineffective. Therefore, administrators should provide schools with effective teaching and learning materials in order to support effective teaching and learning.

In addition, when comparison between Lai Za High School and Mai Ja Yang High School, the findings from inferential statistic revealed that Grades 10 to 11 students’ perceptions of English teacher effectiveness in Mai Ja Yang was significantly higher than Grades 10 to 11 students’ perceptions of English teacher effectiveness in Lai Za High School. In other words, Grades 10 and 11 English teachers in Lai Za High School are less effective

than English teachers in Mai Ja Yang High School. Therefore, this study recommends that more English teachers from Lai Za Hihg School should be sent to the SEP and subject matter training should be organized for those Grades 10 and 11 English teachers in Lai Za High School. Moreover, even though Mai Ja Yang High School seems to be more effective than Lai Za High School, their instructional procedures were perceived as neither effective nor ineffective by Grades 10 and 11 students so English language teaching training for high schools teachers should also be organized. Finally, it is recommended that administrators should consider to use students' perceptions at higher secondary level to evaluate teacher effectiveness.

Recommendations for Future Researchers

Since this research is limited to a comparison between the two schools regarding students' perceptions of English teacher effectiveness, further studies might be conducted to correlate teacher effectiveness score based on students' perceptions with students achievement in other subjects such as mathematics, physics, chemistry, biology, and so on. Moreover, future researchers can conduct a study on whether there is a significant difference between male and female students' perceptions of teacher effectiveness, consider how demographics (e.g., ethnicity) affect students' perceptions of teacher effectiveness, and examine at what grade levels students can accurately identify characteristics and behaviors of effective teachers. In addition, future researchers could also correlate students' evaluations of teacher effectiveness with principal evaluations of teacher effectiveness identified by Danielson (2011) (i.e., planning and preparation, classroom environment, and instruction. Finally, future researchers could assess whether significant differences exist between specific teacher effectiveness components within Danielson's (2011) domains of teacher effectiveness.

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APPENDICES

APPENDIX A

Students' Perceptions of English Teacher Effectiveness Questionnaire (SPTEQ)

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Students' Perceptions of English Teacher Effectiveness Questionnaire (SPTEQ)

The purpose of this questionnaire is to evaluate students' perceptions of English teachers effectiveness. This survey is completely anonymous – please do NOT put your name on this survey. Completion and return of the questionnaire implies that you agree to participate and your data may be used in this research. The questionnaire is being divided into three parts with 10 items in part 1, 9 items in part 2, and 14 items in part 3. Thank you for your thoughtful responses.

Please read carefully and tick your answers by √ to describe the level of description which apply to your perception of about your English teacher. Please tick only ***once*** for each item.

Scale: 5 = Always

4 = Almost always

3 = Often

2 = Sometimes

1 = Never

Demographical Information

1. Which school are you attending?

Lai Za High School ☐ Mai Ja Yang High School ☐

2. In which grade are you attending?

Grade 10 ☐ Grade 11 ☐

Part I. Domain I: Planning and Preparation

No.	Items	Never 1	Sometimes 2	Often 3	Almost Always 4	Always 5
1	My teacher was able to answer students' questions about the subject.					
2	My teacher had something else for me to do if I finished classwork early.					
3	The activities we did in class kept me interested.					
4	My teacher explained how new ideas were connected to what we already learned.					
5	My teacher told us about the learning goals / objectives of the day.					
6	My teacher was available for help outside of class.					
7	My teacher told us things about what we were studying that were not in the textbook.					
8	The work we did in this class was challenging.					
9	We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)					
10	My teacher had us apply what we learned to real-life situations					

Part II. Domain 2: Classroom Environment

No.	Items	Never 1	Sometimes 2	Often 3	Almost Always 4	Always 5
11	My teacher showed respect for all students.					
12	Students in this class treated each other with respect.					
13	Compared to other classes I've had in this subject, I looked forward to going to this class.					
14	My teacher encouraged us to ask questions in class.					
15	When I answered a question wrong in class, my teacher helped me figure out the right answer.					
16	My teacher was enthusiastic about the subject.					
17	We learned or worked during the entire class.					
18	My teacher corrected students when they did not follow the rules of the class.					
19	I understood how I was supposed to behave in this class.					

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Part III. Domain III: Instruction

No.	Items	Never 1	Sometimes 2	Often 3	Almost Always 4	Always 5
20	When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made.					
21	My teacher explained things in a way that made it easy for me to understand.					
22	My teacher used examples to help explain ideas.					
23	My teacher asked questions in class that made me really think about what we were learning.					
24	My teacher encouraged me to share my ideas or opinions about what we were learning in class.					
25	My teacher asked me to explain my answers (how I came up with it or thought of it.					
26	The activities we did in class helped me understand what we were learning.					
27	My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)					
28	At the end of each lesson, the teacher reviewed what we learned.					
29	My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.)					
30	My teacher provided helpful written comments on assignments.					
31	I learned from my mistakes in this class.					

No.	Items	Never 1	Sometimes 2	Often 3	Almost Always 4	Always 5
32	My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)					
33	If I did not understand something in class, my teacher explained it in a different way to help me understand.					

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APPENDIX B

Students' Perceptions of Teacher Effectiveness Questionnaire (SPTEQ) (Kachin Translation Version)

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Students' Perceptions of English Teacher Effectiveness Questionnaire (SPTEQ)

Ndai gasan a yaw shada ai lam gaw, English sara ni, shanhte a sharin achyin ai lam kade tang du ai a n'tsa, jawngma ni a ningmu hpe san la lu na matu re. Ndai laika hta mahkret ai Jawngma ni a mying hpe n ka da ra ai. Nanhte htai dat ya ai mahtai ni hpe ndai sawk diklik ai lam (research) hta hkrak sha jai lang ra ai re.

Ga san hpe garan da ai lam hta;

Daw langai hta 10 lawm nna,

Daw lahkawng hta 9 lawm ai.

Daw masum hta 14 lawm ai.

Atsawm sha myit yu nna, htai ya ai majaw grai chyeju dum dat nngai.

N'pu e jaw da ai ga san ni hpe tinang mu mada ai shara ni hta mahkret (√) hku nna htai ya rit.

Mahkret:

5 = Galoi mung

4= Galoi mung ngu na daram

3= Jahkring hkring

2= Kalang marang

1= N galaw ai.

Shingdu Labau

1. Nang gara jawng kaw hpaji sharin nga ai kun?

   1. Lai Za Lahta Tsang Jawng ☐ 2. Mai Ja Yang Lahta Tsang Jawng ☐

2. Gara Tsang kaw hpaji sharin hkaja nga ai kun?.

   Tsang 9 ☐ Tsang 10 ☐

Daw I: Hpan I: Hkyen Lajang Ai Lam (Planning and Preparation)

M/Y	Lawng Lam	Galoi mung N galaw ai **(Never)** **1**	Kalang marang **(Sometimes)** **2**	Jahkring hkring **(Often)** **3**	Galoi mung ngu na daram **(Almost Always)** **4**	Galoi mung **(Always)** **5**
1	Jawngma ni san ai ga san hpe sara gaw atsawm sha htai ya lu ai.					
2	Jaw da ai laika shawng galaw ngut ai jawngma ni hpe sara gaw, kaga shaman na laika ni bai kahtap jaw ai.					
3	Ngai gaw jawng gawk kata galaw ai lamang ni hpe grai myit lawm ai.					
4	Sara gaw sharin ngut ai laika ni hte, kaga myitsawn ra ai lam (ideas) n'nan ni hpe matut mahkai ya lu ai ladat jaw ya ai.					
5	Sara gaw, shani shagu sharin ya na gabaw a yaw shada ai lam ni hpe tsun sang lang dan ai.					
6	Sara gaw jawng gawk kata sha n ga, shinggan kaw mung laika ni hpe san ai shaloi tsun sang lang, garum ya lu ai.					
7	Sara gaw, tsang laika buk kaw na sha n ga, kaga shinggan mahkrum madup ni hpe mung matut mahkai tsun sang lang dan ai.					
8	Jawnggawk kata kaw sharin la ai laika ni gaw grai shakut la ra ai lam nga ai.					
9	Anhte (Jawngma) ni gaw lam amyu myu hku jawnggawk kata sharin la ai.(gsh. sara hku nna sang lang dan ai lam, wuhpung kata bawngban ai lam, wuhpung hku bungli jawm galaw ai lam, tang madun ai lam)					
10	Sara gaw jawngma ni hpe, sharin ya ngut sai laika ni hpe shani shagu na sak hkrung lam hta bai jai lang lu hkra lam madun ya lu ai.					

Daw II. Hpan II. Tsanggawk Masa (Classroom Environment)

No.	Items	N galaw ai (Never) **1**	Kalang marang (Sometimes) **2**	Jahkring hkring (Often) **3**	Galoi mung ngu na daram (Almost Always) **4**	Galoi mung (Always) **5**
11	Sara gaw jawngma ni hpe hkungga la ra, masat masa galaw ai lam nga ai.					
12	Jawng gawk kata, jawngma ni shada da pri nem ai hku hkungga ai hte kanawn mazum ai lam nga ai.					
13	Kaga ginhpan hte shingdaw yu yang, ndai English ginhpan hpe galoi mung sharin hkamla mayu ai.					
14	Sara gaw tsang gawk kata hta jawngma ni hpe ga san law law san na matu myit sharawt, n'gun jaw ai lam galaw ai.					
15	Ngai jawnggawk kata, ga san hpe htai shut yang, sara gaw jaw ai mahtai lu na matu garum ya ai.					
16	Sara gaw, shi sharin ai ginhpan hte seng nna, grai myit rawt ai hte sharin ya lu ai.					
17	Anhte (Jawngma) ni gaw , jawng gawk kata ten hpring laika sharin hkaja la ai.					
18	Sara gaw jawnggawk kata, jawngma ni tara n hkan sa yang, tsun shadum shading sharai ya ai.					
19	Jawng gawk kata gara laikyang hte hkawmsa ra na lam hpe ngai atsawm sha chye na nna, hkan sa shatup ai.					

Daw III. Hpan III. Sharin Matsun Ai Lam (Instruction)

M/ Y	Lawng Lam	Galoi mung n galaw ai **(Never)** **1**	Kalang marang **(Sometimes)** **2**	Jahkring hkring **(Often)** **3**	Galoi mung ngu na daram **(Almost Always)** **4**	Galoi mung **(Always)** **5**
20	Sara gaw myitsawn lam (ideas) hte kung kyang lam (skills) n'nan ni hpe sang lang dan nga ai ten, jawngma ni law malawng shut chye ai lam ni hpe tsun sang lang dan ai.					
21	Sara gaw laika ni hpe ngai chye na loi ai ladat hte sang lang dan lu ai.					
22	Sara gaw, laika sang lang dan yang, asan sha chyena hkawn hkrang lu na matu, hkrak re ai ga shadawn hte, sang lang dan lu ai.					
23	Sara gaw jawngma ni sharin la nga ai lawnglam hte seng nna, myit sawn lu na matu ga san san ai lam nga ai.					
24	Sara gaw anhte hpe jawng gawk kata sharin la nga ai lam ni hte seng nna, tinang a ningmu hte myit n'chyan ni hpe jawng gawk kata garan gachyan na ahkang jaw ai.					
25	Sara gaw nye a mahtai ni hpe, gara hku myit sawn shachyaw da ai lam san bawngban ai.					
26	Jawnggawk kata galaw ai lamang (activities) ni gaw, anhte hpa baw ni sharin hkamla nga ai lam hpe chyena shangun ya lu ai.					
27	Sara gaw ngai chye chyang da ai lam ni hpe lam amyu myu hku tang madun na ahkang jaw ai. (gshd. san poi, tatut galaw shangun ai lam, tang madun ai lam ai)					
28	Sara gaw, ga baw langai hpe sharin ngut shagu, hpa baw ni sharin ngut la sai lam hpe ginchyum dat, sang lang dan ai lam nga ai.					

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No.	Items	N galaw ai **(Never)** **1**	Kalang marang **(Sometimes)** **2**	Jahkring hkring **(Often)** **3**	Galoi mung ngu na daram **(Almost Always)** **4**	Galoi mung **(Always)** **5**
29	Sara gaw shaman laika ni hte seng nna gara hku masat jaw na hpe lam masan jaw tsun sang lang dan ai (gshd. masat jaw hkrang).					
30	Sara gaw ngai na shaman laika kaw, gara hku matut galaw sa wa ra ai lam tup hkrak majat jaw ka da ya ai lam nga ai.					
31	Jawnggawk kata hta ngai galaw shut ai lam ni kaw na, hpang kalang bai n shut na matu sharin la lu ai.					
32	Sara gaw jawng gawk kata de, shinggan na sharin madi shadaw rai, (shi laika, sumroi, sumrai) zawn re ai ni hpe la sa nna sharin ya ai.					
33	Sara gaw, ngai jawng gawk kata, n chye na ai lam nga wa yang, ngai chyena loi ai ladat hte sang lang dan ya lu ai.					

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APPENDIX C

Survey Items with Danielson's (2011) Framework for Teaching Model Domains and Components

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Survey Items with Danielson's (2011) Framework for Teaching Model Domains and Components

Domain	Components	Questionnaire
Domain 1: Planning and Preparation	a. Demonstrating Knowledge of Content and pedagogy	1. My teacher was able to answer students' questions about the subject.
	b. Demonstrating Knowledge of students	2. My teacher had something else for me to do if I finished classwork early.
		3. The activities we did in class kept me interested.
	c. Setting Instructional outcomes	4. My teacher explained how new ideas were connected to what we already learned.
		5. My teacher told us about the learning goals / objectives of the day.
	d. Demonstrating Knowledge of Resources	6. My teacher was available for help outside of class.
		7. My teacher told us things about what we were studying that were not in the textbook.
	e. Demonstrating Coherent instruction	8. The work we did in this class was challenging.
		9. We learned in different ways during class (teacher explaining, class discussions, working in groups, doing projects, student presentations, etc.)
	f. Designing Students Assessments	10. My teacher had us apply what we learned to real life situations.
Domain 2: Classroom Environm Ent	a. Establishing a Culture for learning	11. My teacher showed respect for all students.
		12. Students in this class treated each other with respect.

Domain	Components	Questionnaire
	b. Managing Classroom procedures	13. Compared to other classes I've had in this subject, I looked forward to going to this class.
		14. My teacher encouraged us to ask questions in class.
		15. When I answered a question wrong in class, my teacher helped me figure out the right answer.
		16. My teacher was enthusiastic about the subject.
	c. Managing Student behavior	17. We learned or worked during the entire class.
		18. My teacher corrected students when they did not follow the rules of the class.
	d. Organizing Physical space	19. I understood how I was supposed to behave in that class.
Domain 3: Instruction	a. Communicating with students	20. When explaining new skills or ideas in class, my teacher told us about the common mistakes that students often made.
		21. My teacher explained things in a way that made it easy for me to understand.
		22. My teacher used examples to help explain ideas.
	b. Using Questioning and Discussion Techniques	23. My teacher asked questions in class that made me really think about what we were learning.
		24. My teacher encouraged me to share my ideas or opinions about what we were learning in class.
		25.My teacher asked me to explain my answers (how I came up with it or thought of it.

Domain	Components	Questionnaire
Domain 3: Instruction	c. Engaging students in learning	26. The activities we did in class helped me understand what we were learning.
		27. My teacher gave me chances to show what I knew in different ways (tests, projects, presentations, etc.)
		28. At the end of each lesson, the teacher reviewed what we learned.
	d. Using Assessment in instruction	29. My teacher gave us guidelines for assignments so we knew how we would be graded (grading rules, rubrics, etc.).
		30. My teacher provided helpful written comments on assignments.
		31. I learned from my mistakes in this class.
	e. Demonstrating Flexibility & responsiveness	32. My teacher brought in outside materials about the subject (news articles, real-life examples, etc.)
		33 .If I did not understand something in class, my teacher explained it in a different way to help me understand.

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APPENDIX D

Questionnaire Translation Approval Forms

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Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

- This survey translation is clear enough to understand for respondents.

2. Is there any phrase or grammar mistake in Kachin translation version which might make student confused?

- There are a few phase and grammar mistakes in Kachin translation version.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentence you find out?

- All question numbers were edited in domain - I and domain – II.

Name: Hpaugyi Tu lum

Academic Rank: Academic Dean

Highest Degree: M. Ed. (Educational Administration)

Filed of Degree: Education

Work Position: Dean of Institute of Education

Address: 4 Qtr, Maija Yang, Kachin State, Myanmar.

Email: chyangmaja.tulum@gmail.com

Signature: 26/12/2017

Date: 26-12-2017

Thank you so much for great help.

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Survey Translation Approval Form

1. What do you think about the survey translation? Is the translation clear and enough to understand?

- The survey translation is well enough to understand and the usage of phrases and words that selected by the researcher are clear to the readers.

2. Is there any phrase or grammar mistake in Kachin translation version which might make student confused?

- not much, but a few that may make students confused which are adjustable with appropriate words in Kachin version.

3. Which part of number do you find to edit to make questionnaire clearer? Please write down the number and new sentence you find out?

- part II . Domain II : Classroom Environment
scheme = lai hyang

Name: Mr. Nan Sawt

Academic Rank: Religious Educator

Highest Degree: M. Div (Master of Divinity)

Filed of Degree: Theology

Work Position: Associate Pastor of Kachin Baptist Church Bangkok (KBCB)

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Email: nawsanmaraw@gmail.com

Signature: [signature]

Date: 28/12/2017

Thank you so much for great help.

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BIOGRAPHY

Personal Profile

Name:	Bawm Nam
Date of Birth:	15. 12. 1985
Gender:	Female
Nationality:	Myanmar
Ethnicity:	Kachin
E-mail:	myushingni@yahoo.com
Religion:	Christian

Educational Background

- Bachelor of Arts in Economics (BA. Eco)

Professional Training

- Certificate of Educational Studies, Teacher Training School, Mai Ja Yang, Kachin State Myanmar (2007-2008)
- Diploma of Educational Studies, Teacher Training College, Mai Ja Yang, Kachin State Myanmar (2009-2010)
- Child Centre Approach (CCA), Shalom Foundation Centre, Myitkyina, Kachin State, Myanmar (August 2008)

- Reading and Writing for Critical Thinking (RWCT). Teacher Training College, Mai Ja Yang, Kachin State, Myanmar (November 2008)
- Certificate program in Community Development and Civic Empowerment (CDCE) Chaing Mai University. Thailand (April-July 2012)
- Curriculum Development Training, Shalom Foundation Centre, Yangon (August 2013)
- Early Childhood Education, Thinking Classroom Foundation, Mai Ja Yang, Kachin State, Myanmar. (November 2014)

Working Experience

- Full time teacher at Lai Za Middle School, in Lai Za, Kachin State, Myanmar (2008 -2011)
- Assistant lecturer at Teacher Training College, Ma Ja Yang, Kachin State, Myanmar (2012-2014)
- Part time teacher at Lai Za High School, in Lai Za, Kachin State, Myanmar (2015)