

**AN ANALYSIS OF THAI STUDENTS' PERCEPTION TOWARDS  
EFFECTIVE ENGLISH LANGUAGE TEACHERS**

**(A Case Study at Twelfth Grade Students of Santitham Islamic Foundation School,  
Nakhon Si Thammarat, Thailand.)**

**UNDERGRADUATE THESIS**

Arranged as one of the Partial Fulfillment of The  
Requirement to Obtain  
a Bachelor Degree in English Education



Arranged by:

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**2018**

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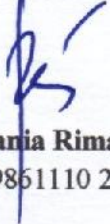
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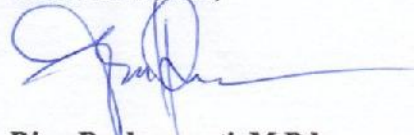
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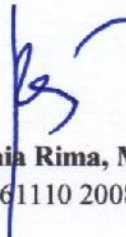
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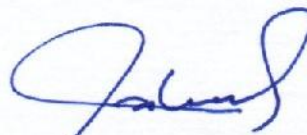
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## PRONOUNCEMENT

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## MOTTO

“Let’s forget about result. Just think more about effort”

-RimaSirait-



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## DEDICATION

THE RESEARCHER DEDICATES THIS RESEARCH FOR BIG FAMILY OF SANTITHAM ISLAMIC FOUNDATION SCHOOL AT NAKHON SI THAMMARAT, THAILAND. MOREOVER, THIS RESEARCH IS DEDICATED FOR THE FIRST PRE-SERVICE ABROAD PROGRAM OF UNIVERSITY OF SULTAN AGENG TIRTAYASA.



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7. All students of twelfth grade and English teachers of Santitham Islamic Foundation School for helping the researcher in doing her research and observation.
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Finally, the researcher hope that this research will give many advantages and beneficial to the readers. Especially English Teacher in the world. It's really pleasure for the researcher to receive any critics and suggestion for this research.

Serang, 20 May 2018

Rima Putri Sirait

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## ABSTRACT

### An Analysis of Thai Students' Perception Towards Effective English Language Teacher

(A Case Study at Twelfth Grade Students of Santitham Muslim Foundation School, Nakhon Si Thammarat, Thailand)

By

Rima Putri Sirait

2223141091

English Education Department

This research aims to investigate Thai High School students' perception of effective English language teacher and also to compare those perception with teaching qualities of English teachers in that school. This research has two research questions. First is about how the students perceive effective English teacher and second is about how English teachers fulfill the characteristics of effective English teacher as perceived by the students. Brown's theory (2000) of effective language teacher was adopted in this research. There are four major categories of effective language teacher included in the theory; technical knowledge, pedagogical skills, interpersonal skills and personal qualities. The data were collected by using 3 instruments. The data from close-ended questionnaire were proposed to answer the first research question. The data that gathered from observation were intended to answer the second research question. Semi-structured interview data were intended to get the credibility of the data by applying methodological triangulation. The participants of this research were chosen purposively, consist of 17 twelfth grade students and 3 English teachers. The close-ended questionnaire data were analyzed quantitatively. Semi-structured interview and observation were analyzed qualitatively by using the theory of Miles and Huberman (1994) regarding the procedure of analyzing qualitative data; data reduction, data display, conclusion drawing and verification. The data analysis of the first research question revealed that students perceived effective English teacher mostly from pedagogical and interpersonal skills. The data analysis of the second research question indicated that English teachers in that school had low teaching competency. They rarely spoke English during teaching. They had low teaching resource, method, approach and media. In conclusion, there was a large gap found between what students expected towards teacher's performance with what actually teachers performed; English teachers in SIFS did not fulfill the students' perception of effective English teacher.

**Keywords:** effective English teachers, pedagogical, perception, interpersonal.

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The researcher's full name is Rima Putri Sirait. She was born on June 30th 1996 in Jakarta. She is the second daughter of Mr. Mt. Sirait and Mrs. Istiroha. She lives with her parents at Cikupa, Tangerang Region of Banten Province. The researcher's E-mail is [rimaputrisirait@gmail.com](mailto:rimaputrisirait@gmail.com).

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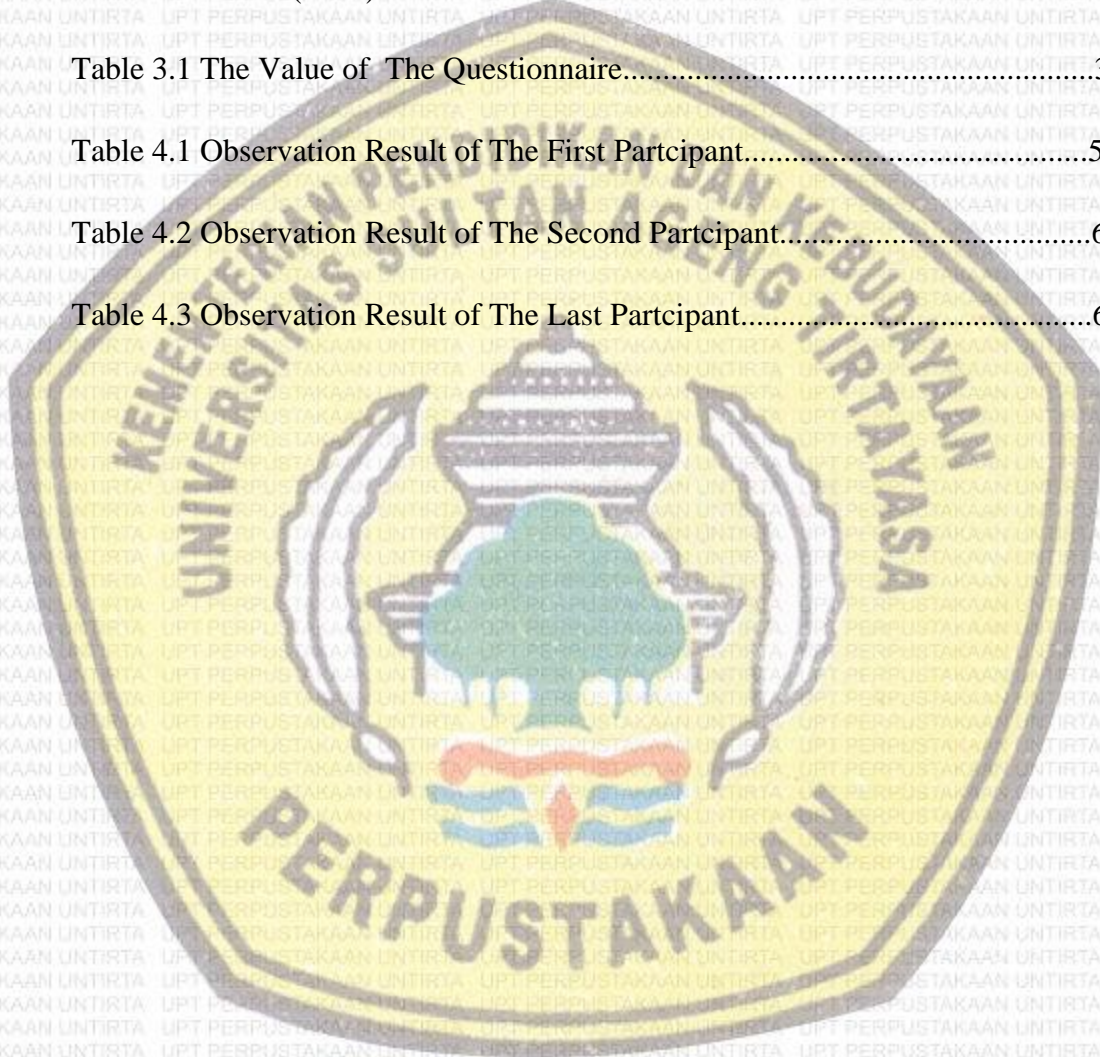
**APPENDICES**

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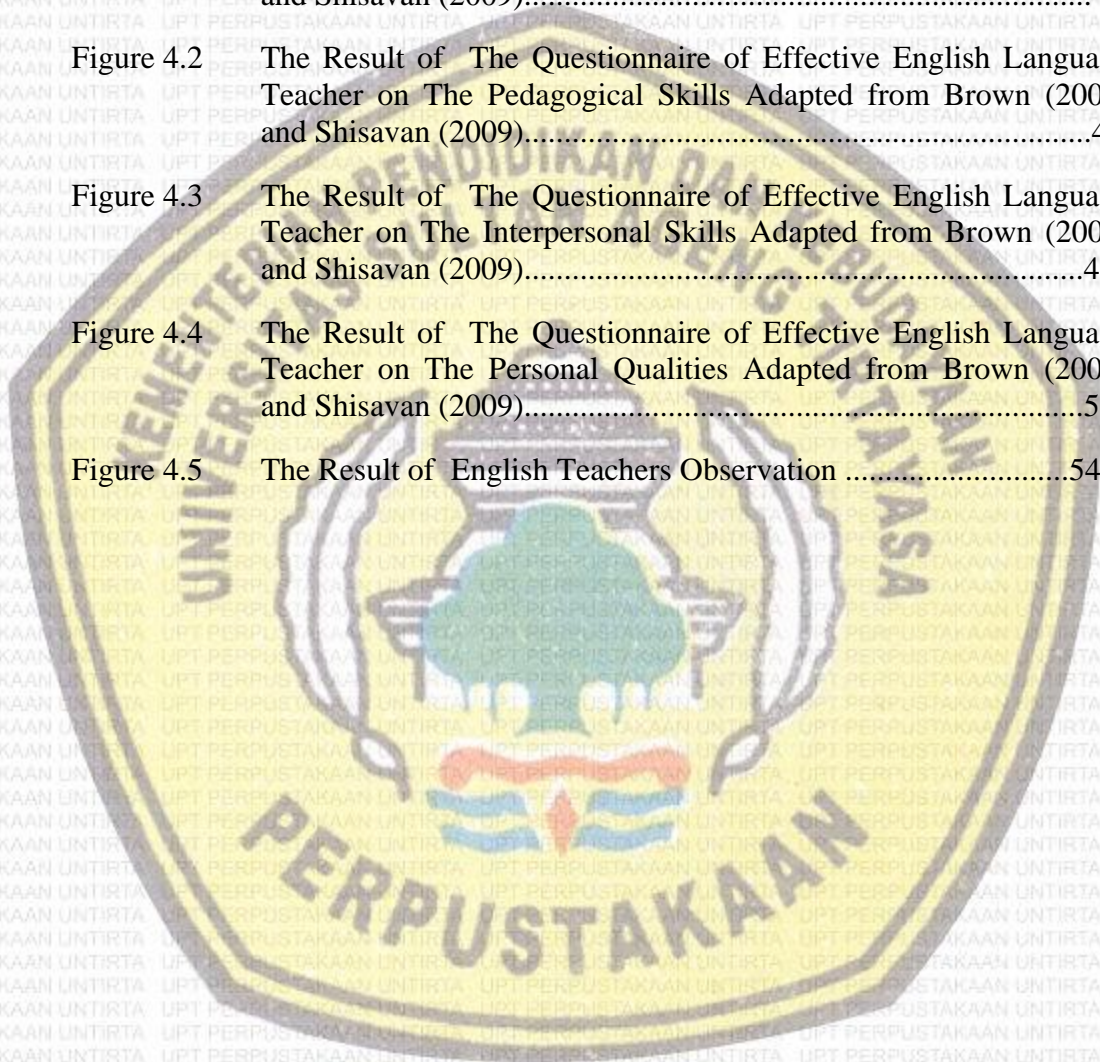


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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the research, formulation of the research, objective of the research, limitation of the research, scope of the research, use of the research, definition of key terms and organization of the paper.

### 1.1 Background of The Research

It is widely acknowledged that the most effective pathway to improve student learning outcomes is the quality of teaching, especially teachers' ability to motivate and facilitate students. An effective English teacher being one of the most important factors to reach successful English teaching learning process. The Teaching and Learning Center at Winthrop University (as cited in Wichadee, 2010) defines an effective teacher as a person who shares his knowledge through appropriate methodology, encourages enthusiasm of the subject matter and shows a concern for his students in order to let them of having benefited from the instruction given about the subject. Hunt (as cited in Celik et al 2009) added that effective teacher can be described as a collection of characteristics, competencies, and behaviors of teachers on all of educational levels that enable students to gain their desired learning outcomes.

An effective English language teacher (EELT) is ongoing and being interested topic to be studied by the researchers of English Education Major in the whole of the world. Numerous studies have shown that teacher effectiveness is a crucial factor affecting the students' achievement. From the

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research whereas conducted in Iran, (Shishavan and Sadeghi, 2009) studying characteristics of an effective English language teacher from the learners' point of view in such a context is worthwhile in that it is in fact a kind of needs analysis intended to help teacher improve the quality of their teaching in an attempt to meet their students' needs. That research found some characteristics of effective English teacher, they were; being up to date in order to avoid monotonous moment during the class, being well-knowledgeable teacher, be aware of responsibility in the way to make students have no doubt and give more their respect.

There have been lots of studies concerning the characteristics of effective English language teacher in various cultural backgrounds. Most of them were conducted in university level with college students' and lecturers as the subject of the matter. But the investigation of effective English language teacher by 339 high school students was conducted in the port city of Busan, Korea (Park and Lee, 2006) and asserted that teachers can take beneficial from their research to understand what their students expect from them and develop their pedagogical through reflection on teaching, which will in turn enhance the complex process of teaching and learning. The findings of that research stated that effective english teacher should building up students' self confidence and motivation, also be able to arousing students' interest in learning English.

The current research about students' perception towards effective English language teacher in Thailand mostly conducted in university level

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with college students and lecturers who play role as the participants (Suwandee, 1994 ; Wichadee, 2010). Based on the study, university student in Thailand perceived “being well prepared” as the top characteristics of effective English language. Another characteristics such as help to promote their learning by practice and exercise also they needed effective English language teacher with pleasant personality because they believed that “teacher” was the one factor that motivating or encourage them to attend the class.

Based on the fact above, an effective English language teacher (EELT) might be different from each country in the world. This research was headlining an investigation of the characteristics of effective English language teacher that was perceived by students in Thailand context. Four major characteristics (Technical Knowledge, pedagogical skill, interpersonal skill, and personal qualities) of effective language teacher which proposed by Brown (2000) was the main framework of this research. The research was conducted in islamic boarding high school in order to see what they really need and expect the characteristics of effective English language teacher. Since the researcher was English pre-service teacher in Thailand, she believed this research is useful to help high school English teachers in Thailand because there are so many obstacles and difficulties in ensuring what strategies and approach that suitable for them.

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## 1.2 Formulation of The Research

The study was conducted to answer the following question:

- 1) How do Thai students in Santitham Islamic Foundation School perceive effective English language teacher?
- 2) How do Thai English teachers in Santitham Islamic Foundation School fulfill students' perception of effective English teacher?

## 1.3 Objective of The Research

This research found out and explored the characteristics of effective English language teacher that was perceived by Thai high school students. Those students' perception become valuable things to reconstruct English teaching and learning to be better and better in the future, because from this research, students were facilitated to give their opinion about what they really need to improve their English during teaching learning in the class. And then those perceptions were compared with observation result of Thai English teachers' teaching performance in order to make synchronization between what should teachers give and what students need in the teaching and learning activities.

## 1.4 Limitation of The Research

In this research, the researcher investigated the characteristics of effective English language teacher based on students' perception in Thailand context. four major characteristics such as technical knowledge, pedagogical skills, interpersonal skills, and personal qualities were the

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specific aspects to be formulated in the questionnaire and those were going to be discussed in the findings of the research.

### **1.5 Scope of The Research**

The research was held at Santitham Islamic Foundation School of Nakhon Sri Tammarat, Thailand. The participants of the research were high school students of Mathayom Six (twelfth grade) in academic year 2017/2018 and English teachers of Santitham Islamic Foundation School.

### **1.6 Significance of The Research**

The researcher expected that this research could give contribution in English teaching and learning at Santitham Islamic Foundation School. There were two significance contributions gained from this research. They are as follow:

#### **1.6.1 Practical significance**

The research could be useful for teachers in Santitham Islamic Foundation school and the readers to improve English teacher's skills and quality by understanding what are students' expectation of effective English language teacher. It was also beneficial in developing lesson and classroom management, which would lead to students' higher achievement and learning outcomes.

## 1.6.2 Theoretical significance

The research could be used as the contribution towards the research about effective foreign language teacher and effective language teaching.

## 1.7 Definition of Keyterms

There were some terms in this study that need to be clarified. The definitions of them are as follows:

1. *Perception* refers to the personal beliefs, assumptions, awareness, or understanding of some issues related to the cultural setting (Hybels and Weaver, 2004; Chaplin, 2004).
2. *Students' perception* refers to students' view or opinion towards the topic that is being discussed (Gardner and Miller, 2005).
3. *Effective* refers to the ability of being successful in producing a desired or intended result (Dincer et al., 2013).
4. *Effective teachers* refers to teachers who lead their students to get higher achievement and long-lasting learning (Chen and Lin, 2009).

## 1.8 Organization of The Paper

The research was organized in five chapters. Each chapter has some sub-topics which help the readers to understand the information specifically.

The organization of the paper is as follow:

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## **Chapter I. Introduction**

This chapter provided the information on background of the research, formulation of the research, objective of the research, limitation of the research, scope of the research, use of the research, definition of the keyterms and the organization of the paper.

## **Chapter II. Theoretical Framework**

This chapter consisted the theories which proposed by the experts about effective English language teacher, characteristics of effective English language teacher, the description and facts of teaching in Thailand, and also the basic explanation of perception.

## **Chapter III. Research Methodology**

This chapter discussed about the methodology which applied in this research. It contains research design, research question, research site and participants, data collection technique, and data analysis.

## **Chapter IV. Fnding and Discussion**

This chapter discussed the findings and result of the study conducted about students' perception of effective English language teacher and also the report whether English teacher at SIFS already fulfill the characteristics or even not yet.

## **Chapter V. Conclusions and Suggestions**

This chapter provided concluding statement from the researcher and suggestion for other reserachers who wish to conduct further research.

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## CHAPTER II

### THEORITICAL FRAMEWORK

This chapter explains the theoretical framework of the research, there are some theories regarding effective English teacher, characteristics of effective English teacher, general description of teaching English in Thailand, and also the theories of perception.

#### 2.1 Effective English Language Teacher

English becomes a significant necessity in global education nowadays because it can help us to communicate with the others easily. So that, effective English teaching and learning process in school is very important to be improved. According to Williams and Burden (1997) learner motivation is seen as one of the most powerful influences on learning and in the case of a foreign language, a fundamental factor in foreign language achievement. Teachers handle the main role to raise up learners' achievement through making effective teaching plan, implementing effective teaching during class, and also affecting learners' interest and motivation.

As we know that teachers have so many important role in teaching and learning activities in the class. An effective teacher is believed to be a crucial factor which affects students' motivation and learning achievement (Taqi et al., 2014). In foreign language setting, the study of the characteristics of effective teachers is placed as important for the development of teaching and learning

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process (Clark, 1993; Brown, 2000; Park & Lee, 2006; Wichadee, 2008; Chen & Yin, 2009; Wichadee, 2009; William & Burden, 2010; Celik et al., 2012).

However, in order to gain the understanding of effective English language teacher, the definition of effective teacher needs to be explored first.

There are so much way to define what effective teacher is. The Teaching and Learning Center at Winthrop University(2005) gives the definition of an effective teacher as follows:

*“An effective teacher is a scholar who shares knowledge, uses appropriate methodology, demonstrates and encourages enthusiasm about the subject matter, and shows a concern for students, all in such a way as to leave the student with a lasting and vivid conviction of having benefited from the instruction.”*

In general, effective teachers only can be defined by their knowledge of subject matter, and also their ability to manage classroom activities well. Every definition on the effectiveness of teacher only looks at the bigger picture from one of hundreds of windows. The definitions of the terms indispensably include the personal, experiential, socio-economic, cultural and field based aspects of the person who defines them (Dincer, 2013). English teacher nowadays are busy to prepare and give new materials, implement new teaching method, and also applicate teaching approach for their students. Effective language teachers have been described in the literature as having not only a profound competence in the target language but a set of personal qualities like sensitivy, warmth and tolerance (Vadillio, 1999). So that, effective language teacher should know that they are as essential thing to be imitated.

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The way we perceive effective teacher must be different from one country to the other countries. Wichadee (2010) declared the definition of effective English teacher after did the research of effective English language teacher based on students and teachers at Bangkok university in Thailand context, as follows;

*“An effective teacher displays a wide range of skills and abilities that lead to creating a learning environment where all students feel comfortable and are sure that they can succeed both academically and personally. He/she does not characterized merely by the factors of knowledge or skills, but also communication skills and the relationships with the students.”*

(Wichadee, 2010)

There are so many way to perceive what exactly effective teacher is. All the definition above generally could build up the understanding of effective teacher which can be the first foundation of this research. The second stage will be placed to define specifically about effective language teacher.

When discussing about effective language teacher, it must take several things to be considered deeply. It is because a language teacher has some qualification which teacher from other subjects dont have. Effective language teacher are expected to possess unique characteristics of the language field along with the general features of effective teachers (Steinberg and Horvath, 2003).

They are described as the one who can bring both declarative and procedural knowledge. Declarative knowledge covers the ability or the knowledge of the subject-matter like grammar, vocabulary, sentences, while the procedural knowledge refers to the pedagogical knowledge like the ability of managing classroom, constructing a good lesson plan.

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Specificly, the main framework of effective language teacher here is foreign language context. There have been scholarly debates about effective foreign language teaching and there exist several studies (Gordon, E.J. ,1973; Arikan, Taser, Sarac-Suzer, 2008; Cubukcu, 2010; Harris & O’Duibhin, 2011; Celik, Arikan, Caner, 2013). about the qualities of effective foreign language teachers and their practices. According to Bell (2005:260) Effective foreign language teacher can define as one who has clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic and sociocultural knowledge and interactive practice. The students need to communicate successfully in the target language.

In addition, a good EFL teacher is someone who can acquire a combination of a “mechanical component” and a “mental component” in teaching English. Mechanical component includes the skills required to present the content of the knowledge, while mental component emphasizes on the teacher’s belief system about teaching and learning as well teacher’s personality (Brown & Rodgers:2002). Both component are important things to be possessed by effective English teacher.

So many perception about effective English language teacher is, but have they know what exactly their students need to develop and increase English skills in the class? That is the main definition about effective English teacher in this context. The teachers ability to recognize students’ need in their way of learning English, give possibility to make effective teaching and learning process. Because

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every great English teaching method and approach will be meaningless if those are not appropriate with what your students need.

## 2.2 Characteristics of Effective English Language Teacher

The characteristics of effective teachers have been a major issue in teacher evaluation since 1980s (Clark, 1993). Vogt (as cited in Clark, 1993) introduced the term Criteria of Effective Teacher (CET) which consisted of four major criteria: (a) good classroom management, (b) having good teacher-students relationship, (c) having professional qualification, and (d) having a good personality and communication skills. In accordance to Vogt's criteria, Collins (as cited in Markley, 2004) proposed five criteria of an effective teacher: (a) is committed to teaching and learning, (b) knows the subject matter, (c) is responsible for managing students, (d) can think systematically about their own practice, and (e) is a member of a learning community.

However, it has been stated that language teachers have different characteristics with teachers of other subject. An effective language teacher is different with teacher of other subject (Shishavan & Sadhegi, 2009) because "the foreign and second language teaching presents learning objectives, tasks, and environment that are qualitatively distinct from those of other subject." (Wichadee, 2008). An effective teacher in foreign language subject has several specific characteristics to be consider.

An effective teacher in foreign language subject has some specific characteristics more than other subjects. This argument is supported by a study

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conducted by Borg (as cited in Wichadee, 2008) which resulted in the differences that appear between the characteristics of language teacher and other subject teacher. From his study, Borg found that language teacher tends to lead the learners to think in the way that reflect the target culture. The content of language teaching was regarded to be more complex than other subjects. In term of methodology, the methods, activities, and materials used in language learning are considered to be different with the other subjects; some said that the methodology was “more progressive than the other subjects” (Shishavan & Sadhegi, 2009) which requires the language teacher to be more up-to-date to the changes of learning teaching and learning methodology. Wichadee (2008) summarized this study by providing four essential factors that distinguish the foreign language teachers to teachers of other subjects: (1) The nature of the subject matter itself; (2) The interaction patterns necessary to provide instruction; (3) The challenge for teachers of increasing their knowledge of the subject; (4) The need for outside support for learning the subject (Borg, as cited in Wichadee, 2008:3).

In this research, four major characteristics which adapted the theory of characteristics of effective language teacher which proposed by Brown (2000), they are technical knowledge, pedagogical skill, interpersonal skill and personal qualities. The list of characteristics are elaborated through the tabel 2.1 below:

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**Tabel 2.1 The characteristics of effective English teacher (Brown, 2000:430)**

<b>Effective Language Teacher Characteristics</b>	
<b>Technical Knowledge</b>	<ol style="list-style-type: none"> <li>1. Understand the linguistic systems of English phonology, grammar, and discourse.</li> <li>2. Comprehensively grasps basic principles of language learning and teaching.</li> <li>3. Has fluent competence in speaking, writing, listening to, and reading English.</li> <li>4. Knows through experience what it is like to learn a foreign language.</li> <li>5. Understands the close connection between language and culture.</li> <li>6. Keeps up with the field through regular reading and conference/workshop attendance.</li> </ol>
<b>Pedagogical Skills</b>	<ol style="list-style-type: none"> <li>7. Has a well thought-out, informed approach to language teaching.</li> <li>8. Understands and uses a wide variety of techniques.</li> <li>9. Efficiently designs and executes lesson plans.</li> <li>10. Monitors lesson as they unfold and makes effective mid-lesson alterations.</li> <li>11. Effectively perceives students' linguistic needs.</li> <li>12. Gives optimal feedback to students.</li> <li>13. Stimulates interaction, cooperation, and teamwork in the classroom.</li> <li>14. Uses appropriate principles of classroom management.</li> <li>15. Uses effective, clear presentation skills.</li> <li>16. Creatively adapts textbook material and other audio, visual, and mechanical aids.</li> <li>17. Innovatively creates brand-new materials when needed.</li> <li>18. Uses interactive, intrinsically motivating techniques to create effective tests.</li> </ol>
<b>Interpersonal Skills</b>	<ol style="list-style-type: none"> <li>19. Is aware of cross-cultural differences and is sensitive to students' cultural traditions.</li> <li>20. Enjoy people; shows enthusiasm, warmth, rapport, and appropriate humor.</li> <li>21. Values the opinions and abilities of students.</li> <li>22. Is patient in working with students of lesser ability.</li> <li>23. Offer challenges to students of exceptionally high ability.</li> <li>24. Cooperates harmoniously and candidly with colleagues (fellow teachers).</li> </ol>

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25. Seeks opportunities to share thoughts, ideas, and techniques with colleagues.

### **Personal Qualities**

26. Is well-organized, punctual, conscientious in meeting commitments, and dependable.

27. Is flexible when things go away.

28. Maintains an inquisitive mind in trying out new ways of teaching.

29. Sets short-term and long-term goals for continued professional growth.

30. Maintains and exemplifies high ethical and moral standards.

Based on the tabel above, the following section will be the explanation of each category that stated by Brown (2000) :

### **2.2.1 Technical Knowledge**

In order to transfer knowledge to students' head, a teacher definitely has to master the knowledge about subject that he has to teach. Subject-matter knowledge (or in this matter, technical knowledge) is defined as what teacher knows about what they teach (Dincer et al., 2013). Preparing a good lesson plan, have a good fluency, accuracy, lexicon, and pronounce the language well, and understand the content and its relation to the culture (Brown, 2000; Park & Lee, 2006; Shishavan & Sadeghi, 2012). ). It is related to educational process such as using target language in the classroom effectively.

It is very important for EFL teachers to have a full understanding of the English linguistic systems and master the English skills since they will have to adopt the syllabus types based on their knowledge regarding

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the language. By understanding the nature of the language, EFL teachers will be able to plan the language teaching and which methods that should be used in the classroom (Setiyadi, 2006:16-17). A teacher who has sound content knowledge of her discipline will be able to provide the students with detail and clear explanation, which then makes the students feel enlightened and satisfied during the teaching and learning process. The teacher will also feel confident when she is teaching (Rasyid, 2014). It has effect not only to the students, but also to the teacher.

In regards to English teacher's competence in reading, speaking, listening, and reading English, Wichadee (2009:32) asserts that characteristics such as "having correct accent and pronunciation", and "knowing English vocabulary well" are considered as the most important characteristics of an effective English teacher in terms of the English proficiency. The teacher's ability in English pronunciation has been mentioned as one of important characteristics in many studies (Wichadee, 2009; Wichadee, 2010; Koc, 2013). Besides the pronunciation ability, teacher's ability in reading, writing, speak, and understand spoke n English well also considered as important characteristics for an effective English teacher (Wichadee, 2009; Khojastehmehr & Takrimi, 2009). Teacher's good English skill ability will help the students to achieve their learning performance (Harris & Duibhir, 2011; Koc, 2013). So that, technical knowledge is becoming the essential thing to be possessed by effective English teachers.

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Besides the linguistics knowledge, it is also essential for the EFL teachers to be aware on the cultural difference that might appear between mother language and target language. It is because learning another language cannot be separated from learning its culture (Setiyadi, 2006). Furthermore, as English is a global language, one of its primary functions is to enable speakers to share their ideas and cultures with others (Zacharias, 2003). Therefore, the more teachers have the technical-knowledge concerning English language, the more effective they are to teach and to reach successful results in the teaching and learning process.

In addition, English teacher's experience both in learning and teaching English are also important in order to give an effective teaching process. This is due to the teacher's ability in raising students' achievement than teacher who has less experience. An experienced English teacher will also do better and give a new way in teaching. Thus, an English teacher is suggested to have an experience of learning and teaching English to become an effective one (Shian-yun, 2011; Ladd, 2013). Besides teaching experience itself, this experience can be achieved through some training like teacher's training or seminars.

### 2.2.2 Pedagogical Skills

The pedagogical skills category is related to the teaching and learning process, methodologies, and techniques that effective English teachers have to master. In teaching foreign language, teachers need to acquire knowledge and

master several approaches which are different with other subjects teaching approaches. Each method has advantages and disadvantages that might be compatible in several occasions with different kinds of language learners/students (Richard & Theodore, 2000; Liu & Shi, 2007). Furthermore, there are also different studies that refer to various dimensions of pedagogical skills such as providing students with the relaxing environment, guiding students, having the ability to organize, explain and clarify, increasing students' interests, motivating students, and teach with effective and creative classroom materials by integrating the newest technologies (Arikan et al., 2008; Aydin et al., 2009; Borg, 2006; Cheung, 2006; Shisavan and Sadeghi, 2009, as cited in Dincer et al., 2013). Nunan (1999) and Brown (2000) also propose the importance of the pedagogical skills or the way the teacher deliver the skills in the characteristics of an effective English teacher. Good pedagogical skills which possessed by English teacher also make students more easier to reach their understanding.

Pedagogical skills play an important role in teaching and learning.

Wichadee (2009) states that pedagogical skills are important for effective English teacher because students want their teacher to be proficient at class preparation as this might help them understand things easily. By using effective methods and approaches, delivering knowledge will be easier for the teacher and beneficial for the students (p. 34). This statement is also supported by Thompson (as stated in Wichadee, 2009) who states that good teacher knows the information that she teaches and is confidently able to explain

things and answer questions from the students. These statements are also related to the technical knowledge, which correlates with the teacher's English proficiency as the characteristic of an effective English teacher.

Teachers' use of effective and various methods have been mentioned as important competency and characteristic that a teacher has to possess. The way teachers deliver the knowledge and skills is also considered as important as the methods used in teaching (Rasyid, 2014). This is due to the increase of students' interest in joining the classroom activity when they realize that their teacher is competent in using diverse teaching methods.

In addition, the use of technology also plays a positive role in promoting initiative of students and participation in the classroom. The use of creative media involving technology also offers several advantages, such as cultivate students' interest in study, promote student's communication capacity, widen students' knowledge, improve teaching effect, improve the interaction between teacher and students, and provide flexibility to course content (Shyamlee & Phil, 2012; Maley & Peachey, 2015). Multimedia technology and its application to teaching, such as audio, visual, animation effects comes into full play in English class teaching. Especially with the growth of internet which has facilitated the growth of English language and the effectiveness of the teaching process itself.

The use of specific methods, approaches, and interesting media correlates with the English teacher's ability in conducting and following a

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good lesson plan. This also gives a sense of relaxation to the students because they know that the teacher knows what he or she doing (Snow, 2006). With a good lesson plan, teacher will be able to keep the course interesting because the overall sense of purpose and direction in teaching and learning English will provide all necessary things needed to engage students' interest and participation in English classroom.

The next thing to be consider by effective English teacher in pedagogical skills is Teacher's feedback. It has also been mentioned by Chen and Lin (2009) as one of important characteristics that has to be possessed by an effective English teacher. This is also followed by several instructional characteristics like knowledge in the approaches of foreign language teaching, provide appropriate tests, and using less English as the classroom language.

In addition, characteristics such as stimulating teamwork in classroom, using interactive and motivating technique of teaching, and maintaining a good classroom atmosphere and management are proved as important characteristics of an effective English teacher that frequently mentioned by students in several studies (Wichadee, 2009). Those are very useful to arouse and attract students' attention to follow the class.

### 2.2.3 Interpersonal Skills

The characteristics covered in interpersonal skills category proposed by Browns are majorly related to socio-affective skills and teacher-students relationship. Enjoy people; shows enthusiasm, warmth, rapport, and

appropriate humor; values the opinions and abilities of students; and be patient in working with students of lesser ability are some of the characteristics that are considered as the most important and these are supported by lots of researches (Miller, 2012; Shishavan & Sadeghi, 2009; Chen & Lin, 2009; Park & Lee, 2006; Wichadee, 2010). Chen and Lin (2009) also argue that whether a teacher is enthusiastic or not can affect the methods used in teaching and her behavior in the classes, thus affecting students' learning (p. 239). It is supported by Stronge et al. (2004) who state that the social interaction between students and teacher, as stated by Brown in his list of interpersonal skills characteristics, encourages students learning and achievement.

There were so many experts who stated the importance of interpersonal skills for language teacher. In line with Brown, Miller (2012) also proposed the interpersonal characteristics of effective language teacher such as: has enthusiasm, gives encouragement, has interest in students, be available for students, and be pace and fair to all students. Based on Miller's descriptions, students put the highest concern in socio-affective skills as the most crucial characteristics of effective language teachers. Therefore, teachers who spend more time interacting socially with the students, working collaboratively with them, and demonstrate a sense of fun and willingness to participate, in a friendly and personal manner, is considered to be effective (Moreno, 2009). Interpersonal skill is important to build up social relationship between teacher and students.

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In addition, a good relationship between teacher and students has some good beneficial for teaching and learning activities. Ndifon and Cornelius-Ukpepi (2014) state that the relationship that exists between the teacher and the students in the classroom will directly affect the atmosphere that is created in the school. Aqua (as stated in Ndifon and Cornelius-Ukpepi, 2014) suggests the teachers to have a positive friendly-relation with their students. Kosnick and Beck (as stated in Glenda, 2012) also states that a good relationship between teachers and students is essential for an effective and positive classroom. It can either help the students to achieve their objective or deter them completely.

Teacher's attitude in appreciating students' differences is also essential to become an effective English language teacher. This is due to the students' different style in learning, in which an effective English language teacher is expected to be able to adjust the teaching approaches and methods in order to meet each student's style (Rasyid, 2014). Thus, it is important for the English teachers to know students' needs, motivations, learning strategies and styles, personality, abilities, and even background (Rubio, 2010). Effective English teachers should understand that students develop in different rates and that in every classroom there will be a range of student abilities and aptitudes.

#### 2.2.4 Personal Qualities

The personal qualities become a very important domain in the characteristics of effective language teacher since teachers deal with students

as human beings. Along with interpersonal skills, personal qualities deal with the personality of teacher which will influence the teacher's behavior and interpersonal skills. It also refers to teacher's attitude, which may lead to improved performance of pupils and attainment of educational goals (Ndifon and Cornelius-Ukpepi, 2014:143). Few studies indicate that learners gave more weight on the teacher's positive personality as the important characteristics of effective language teacher (Shishavan & Sadeghi, 2009). They emphasized the personal qualities like patient, smart, creative, optimist, and punctual in the characteristics of effective language teacher. Ndifon and Cornelius-Ukpepi also state that those characteristics, which are correlating with teachers' commitment, will promote an enviable image for the teacher, thereby bringing about high academic performance of pupils. Those personal qualities must be consider since we know that teacher is a role model for the students.

### 2.3 Teaching English in Thailand

Teaching English as a foreign language in each country has their own obstacles and challenges. Hence, It also happens in Thailand. Even though the Thai National Educational Act in 1999 has enforced a need to reform the traditional Thai education system from a teacher centred to learner-centred approach, the old system still continues to persist (Thamraksa, 2003; Chaengploy & Worawong, 2009). This phenomenon also reflects in teaching and learning English language activities in the country especially in rural areas where the schools hardly find skilled and qualified English teachers.

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In Santitham Islamic Foundation School of Nakhorn Si Thammarat, Thailand, the English teacher still use grammar based learning and just to be focus on translating words by words into thai language. Nevertheless, Thai students are not trained up to this level as they will only read what is assigned by the teachers (Sitthitikul, 2010). The students have lack opportunity to learn productive skill such speaking and writing.

What has caused the difficulties in English language teaching and learning in Thailand According to Biyaem, 1997, the teachers and learners face the following difficulties:

For teachers, there are many obstacles such as :

- a. heavy teaching loads.
- b. too many students in a class (45 – 60)
- c. insufficient English language skills and native speaker cultural knowledge.
- d. inadequately equipped classrooms and educational technology.
- e. university entrance examinations which demand a tutorial teaching and learning style.

As for the learners, they wish they could speak English fluently but most of them think that English is too challenging for them to be competent because of these difficulties:

- a. interference from the mother tongue (Thai) particularly in pronunciation, syntax, and idiomatic usage.

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- b. lack of opportunity to use English in their daily lives.
- c. unchallenging English lessons.
- d. being passive learners.
- e. being too shy to speak English with classmates.
- f. lack of responsibility for their own learning.

## 2.4 Perception

Perception has same meaning as giving opinion from our point of view.

The word Perception comes from the Latin words perception, percipio, meaning “receiving, collecting, action of taking possession, apprehension with the mind or senses”. Forgas and Melamed (1976) have defined perception as “the process of information extraction”. They based their description of perception on cognitive structures and according to them, “perceptions are the processes that determine how humans interpret their surroundings”.

There are lots of definitions on the term ‘perception’. Some definitions state that perception has correlation with the stimuli while the other definitions explain perception as people’s responds or belief. Perception is defined as a process that involves making inferences about what we see and trying to make the best guess (Gregory, as cited in McLeod, 2007). It consists of belief and values that anyone can achieve through hard work, self-reliance, and sacrifice (Moran, 2001). In the other hand, perception can be described as an interpretation, analysis and integration of stimuli involving our sense, organs and brains (Feldman, 2003) where we become aware of many stimuli that affect our sense (DeVito, 1997,

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p.75). It is in line with Chaplin (2004: p.358) who defined perception as intervening variable which depends on stimulating factors which influence on how someone responds or perceives on certain objects.

However, this study employs the theory of perception which is proposed by Sperling (1987). He categorizes perception into four elements which are personal feelings, attitude drives, and goal; the sensory nature of the stimulus; learning experience students have; and the background or setting of the stimulus.

The descriptions are as follow:

- a) Personal feeling, attitude drives and goal consider that everyone has different response towards certain information which influenced by mental fact, emotional state, strong desire or attitude.
- b) The sensory nature of stimulus is affected by stimulus of sensory where comparison, proximity, continuity, and closure of something occur.
- c) Learning experience is people's opinion towards the experience that they have received and what they want to do with the information.
- d) The background or setting of the stimulus refers to how people perceive the object not as a remote object.

Students' perceptions of the effective language teachers are derived from their opinion of the personal feelings, attitude drives, and goals and learning experience of having interaction with their teachers' behavior as English teacher in the classroom environment, thus it can be categorized as the perception of

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learning experience and background or setting. Students also perceive effective English teacher not as a remote object, which refers to the background or setting of the perception stimulus.

There have been lots of studies involving students' view towards some issues in education. Learners have their own beliefs towards learning process (Gardner and Miller, 2005). Thus, it is important to find out students' views in order to adjust teachers' teaching to children's needs (Pinter, 2006:146) because perceptions of the learners about learning and teaching is important in a way that their understandings have relevance with their expectations of the course, their commitment to the class as well as providing them with opportunity to be successful and satisfied with their language learning program (Horwitz, as cited in Shishavan & Sadeghi, 2009). Furthermore, by analyzing the characteristics of English language teachers from the learners' point of view will help the teachers to improve the quality of their teaching in an attempt to meet their students' needs (Shishavan and Sadeghi, 2009).. Richards and Lockhart (as cited in Gardner & Miller, 2005) proposed eight categories of learners' belief which one of them is learners' belief about the teaching process. This belief covers how learners have perceptions of what teachers should do in class. Based on the theory of learners' belief in learning language, thus the study of analyzing students' perceptions of effective English teachers is considered as an important issue.

However, there might be some misunderstanding of the use of term perception and perspective used in this study in general. There is a little difference with the terms as Moran (2001) described that perception refers to what we

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perceive and believe which results in a theory, while perspective is the way someone see his cultural setting which leads to an assumption and opinion.

Perspective is a point of view influenced by someone's perception about his cultural setting; different situation and objective might results in different opinion.



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## CHAPTER 3

### RESEARCH METHODOLOGY

This chapter presents the methodology that was applied in this research. It contains research method, research question, research site and participants, data collection techniques, and data analysis.

#### 3.1 Research Method

Qualitative method was used in this research. Qualitative research is concerned with developing explanations of social phenomena. Therefore it aims to help us to understand the social world in which we live and why things are the way they are. The research arranged in case study design. Case study is qualitative approach to study phenomenon which focused on a bounded system (e.g ; teacher, student, teaching and learning activities). Furthermore, case studies are usually used to portray “what it is like” to be in a particular situation, to get a detail description of participants’ lived experiences, or the participants’ thoughts about and feelings for a situation, and it usually employs various types of data (Cohen, Manion, and Morrison, 2007). Hitchcock and Hughes (as stated in Cohen, Manion, and Morrison, 2007) also assert that a case study can be used when the research focuses on “individual actors or groups of actors, and seeks to understand their perceptions of events.” It is in line with the purpose of the research that seek the characteristics of effective English language teacher based on students’ perceptions.

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## 3.2 Research Site and Participants

### 3.2.1 Research Site

This research was conducted in Santitham Islamic Foundation School (SIFS) of Nakhon Sri Tammarat, Thailand. The school was selected due to two main reasons: first, the researcher was the pre-service teacher in that school. Second, the school wanted the pre-service teacher to do some research in their school in order to solve several problems which exist there. Therefore, after this research had been conducted, it could be useful to help English teacher know what exactly their students need in the way to build their great understanding and interest to acquire their English skill better.

### 3.2.2 Research Participants

Incase this research had two main objectives to find out and analyze, the participants of this research were students and English teachers of Santitham Islamic Foundation School.

There were 20 high school students in 12 grade and 3 English teacher. The selection was based on purposive sampling which is usually used in qualitative research design in order to understand or learn the central phenomenon (Creswell, 2012: 206). In this case, the researcher had collaboration with English teacher in SIFS to select the participants who had the following criterias:

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1. They have the best ability to understand the questionnaire and how to fill it than the students of lower grades.
2. They have been taught by one specific English teacher for almost three years.
3. They have more knowledge and experience in learning English.
4. They are the high-achiever students in English subject.
5. Their personal needs of a good English teacher to increase their ability in English subject for completing the last examination.

### 3.3 Data Collection Techniques

There were three instruments that had been used in collecting the data in this research: questionnaire, interview and observation. Questionnaire was used to gather the outline of the characteristics as perceived by students. Interview was used to collect the data and find deeper information about students' perception of the characteristics and to gain clear reason why they choose the characteristics as effective characteristics. Observation was used to ensure how English teacher in SIFS fulfil the students' perception towards effective English language teacher.

Even though questionnaire tends to be used in the quantitative research, the focus of the study is to search for opinion, not a number or percentage.

#### 3.3.1 Questionnaire

In this research, questionnaire was used in order to identify the characteristics of effective English teacher. Questionnaire is used to collect the data about phenomena that are not directly observed such as

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experience, opinions, values, interest, perceptions, and the like (Alwasilah, 2003).

The close ended questionnaire was used in this research. This kind of questionnaire is used to mark a yes/no, a short response, or checking an item from a list of suggested responses (Creswell, 2012). There were 30 statements with four optional answers: Strongly Agree, Agree, Disagree, Strongly Disagree. The form was adapted from Likert Scale. A Likert scale is commonly used to measure attitudes, knowledge, perceptions, values, and behavioral changes (Vogt, 1999).

The statements for the questionnaire were adapted from the questionnaire developed by Shishavan & Sadeghi (2009) with some changes to refer to segments of characteristics as stated in the framework of characteristics of effective language teacher proposed by Brown (2000).

Each statement of the close-ended questionnaire had four alternative options that had been chosen by the participants. Then, each option of the close-ended questions was represented a point value as described below:

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**Table 3.1 Point Value of The Questionnaire**

Category	Score
Strongly Agree	4
Agree	3
Disagree	2
Strongly Disagree	1

Then, to show the participants responses per item in form of chart, the formula will be used as follows:

$$P = \frac{f_o}{n} \times 100\%$$

Notes:

P : Percentage

Fo : The total value of answer

N : the ideal score of the highest value (Sundjana, as cited in Zainu, 2014).

After the percentage of each chosen statements were acquired, the most chosen statements would be collected and then would be described into a descriptive explanation of each characteristics.

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### 3.3.2 Interview

The semistructured, open-ended, one-and-one interview were used in this research. Interview is used to collect the data and find deeper information about students' perception of the characteristics and to gain clear reason why they choose the characteristics as effective characteristics (Creswell, 2012:218).

### 3.3.3 Observation

The third was observation. Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site (Creswell,2012) In this research, observation was used to compare and analyze between what students need through their perception of effective English teacher, and what really happen during English teaching and learning activities. The observation sheet was adapted from Brown (2000) which is attached in appendix B.

## 3.4 Data Analysis Technique

The collected data were analyzed quantitatively and qualitatively. The data from close-ended questionnaire were analyzed quantitatively by counting the percentage of each statement in order to decide what characteristics which become important to be possessed by effective English teachers as perceived by students in SIFS. The data from observation and semi-structured interview were analyzed qualitatively by applying Miles and Huberman 's theory (1994) regarding the procedure of qualitative data analysis technique. As follow:

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### 3.4.1 Data Reduction

This procedure refers to the process whereby the mass of the data which may obtain (interview transcripts and observational sheets) is reduced and organised, for example coding, writing summaries, discarding irrelevant data and so on. Generally, this procedure is used in order to avoid unexpected findings and also to re-examine some data previously considered unnecessary, so that those data will be condensed and make them more manageable.

### 3.4.2 Data Display

Data display permits the researcher to extrapolate from the data enough to begin to identify systematic patterns and interrelationships. Data display will provide an organized, compressed assembly of information that permits conclusion drawing. Miles and Huberman (1994) suggest that a display can be extended piece of text or a diagram, chart or matrix that provides a new way of arranging and thinking about the more textually embedded data.

### 3.4.3 Conclusion Drawing and Verification

Conclusion drawing requires a researcher to begin to decide what things mean, such as noting regularities, patterns (differencies and similarities), explanations, possible configuration, causal flows and propositions (Miles and Huberman:1994). This process involves stepping

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back to consider what the analysed data mean and to assess their implications for the questions at hand.

Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross-check or verify these emergent conclusions. Miles and Huberman (1994) assert that the meanings emerging from the data have to be tasted for their plausibility, their sturdiness, their “confirmability” ,that is their validity.

### 3.5 Research Credibility

To ensure the trustworthiness of the analysis, the data was validated in the process called triangulation. In qualitative research, data can be categorized good data if the data are valid. To get validity of data, Creswell (2012) classified the validity of data into eight strategies. Those are:

1. Triangulate different data sources of information by examining evidence from the sources and using it to build a coherent justification for themes.
2. Use member checking to determine the accuracy of the qualitative finding through taking the final report or specific descriptions or themes back to participants and determining whether these participants feel that they are accurate.
3. Use rich, thick description to convey the findings.
4. Clarify the bias means the researcher brings to the study.
5. Also present negative or discrepant information that runs counter to the themes.

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6. Spend prolonged time in the field.
7. Use peer debriefing to enhance the accuracy of the account.
8. Use an external auditor to review the entire project.

From the strategies above, triangulation was applied in this research.

According to Norman Denzin (1978) triangulation has classified into several types:

### 3.5.1 Data Triangulation

Data triangulation is the use of a variety of data sources, including time, space and persons, in a study. Findings can be corroborated and any weaknesses in the data can be compensated for by the strengths of other data, thereby increasing the validity and reliability of the results. The approach has been used in many sectors to strengthen conclusions about findings and to reduce the risk of false interpretations.

### 3.5.2 Investigator Triangulation

The use of more than one investigator, interviewer, observer, researcher or data analyst in a study. The ability to confirm findings across investigators, without prior discussion or collaboration between them, and can significantly enhance the credibility of the findings. Investigator triangulation is particularly important for decreasing bias in gathering, reporting and/or analysing study data.

### 3.5.3 Theory Triangulation

The use of multiple theories or hypotheses when examining a situation or phenomenon. The idea is to look at a situation/phenomenon from different perspectives, through different lenses, with different questions in mind. The different theories or hypotheses do not have to be similar or compatible; in fact, the more divergent they are, the more likely they are to identify different issues and/or concerns.

### 3.5.4 Methodological Triangulation

The use of multiple methods to study a situation or phenomenon. The intention is to decrease the deficiencies and biases from any single method. In other words, the strength of one method may compensate for the weaknesses of the another. This type of triangulation is very similar to the mixed method approaches used in social science research, where the results from one method are used to enhance, augment and clarify the results of another. It is also a variation on data triangulation, with an emphasis on using data collected by different methods as opposed to data collected for different programmes, locations, populations, etc.

### 3.5.5 Environmental Triangulation

This type of triangulation involves the use of different locations, settings, and other key factors related to the environment in which the study took place, such as the time, day, or season. The key is identifying which environmental factors, if any, might influence the information that



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is received during the study. If the findings remain the same under varying environmental conditions, then validity has been established. It is only used when it is likely that the findings may be influenced by environmental factors.

In this research, the researcher chose methodological triangulation to make this research credible. As had been explained in the data collection technique, there were three instrument that will be applied, including questionnaire, interview and observation.

### 3.6 Research Procedure

The first procedure was identifying problems and formulating research questions. After that reading previous researches and existing theories concerning effective language teachers. Then, research outline was developed, the step continued by developing research proposal. The proposal consisted of introduction of the study, existing theories and the methodology of the research.

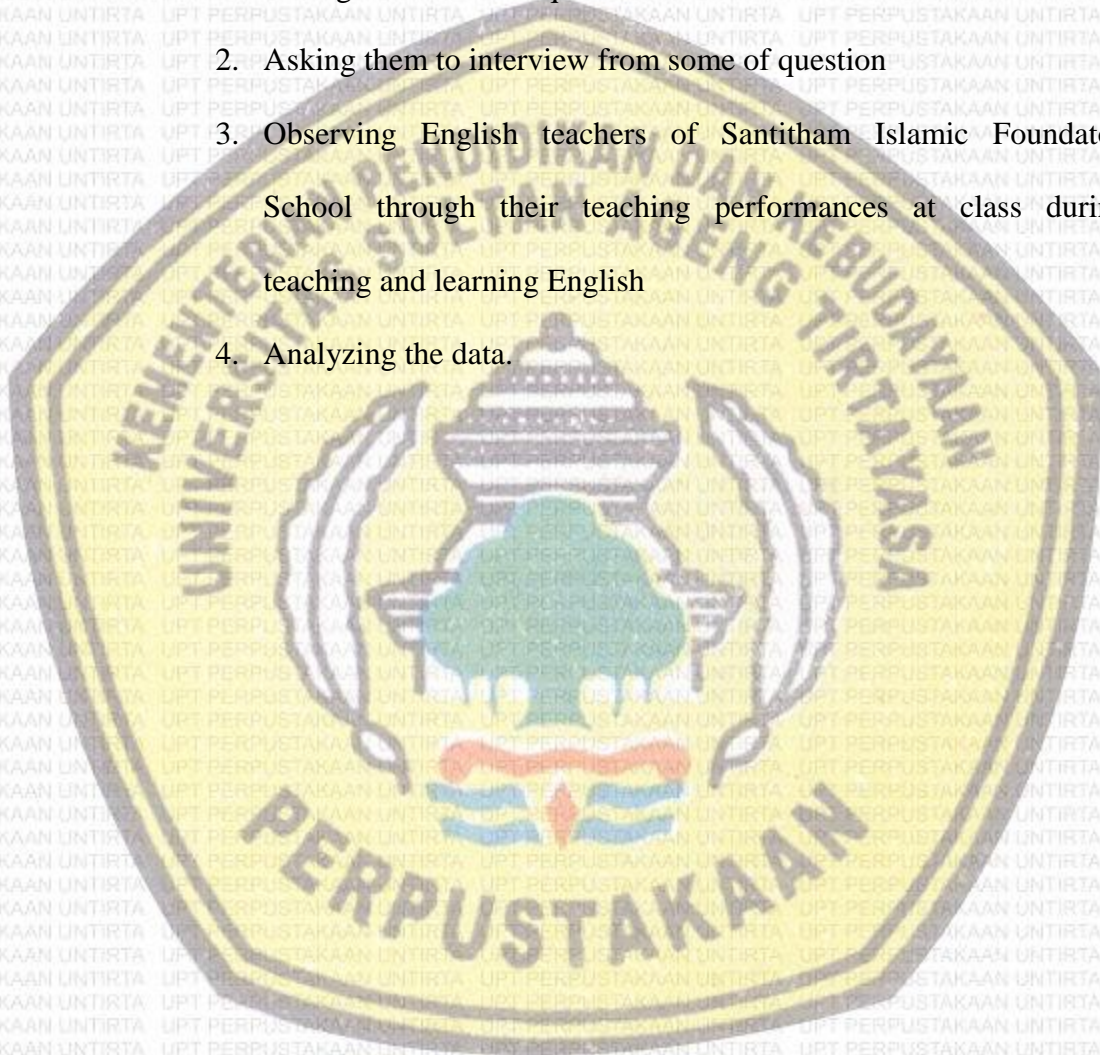
In this research, the researcher intended to find out the characteristics of effective English language teacher by using close-ended questionnaire which perceived by twelve grade students of Santitham Islamic Foundation School. After that the interview held in order to find their own opinion or perception of EELT deeper. Then the observation will be conducted due to analyze the real teaching performances of the English teachers at Santitham Islamic Foundation School fulfill students' need to improve their English skill

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by perceiving their opinion about effective English teacher. In a nutshell, this research followed the procedure below:

1. Giving the students a questionnaire
2. Asking them to interview from some of question
3. Observing English teachers of Santitham Islamic Foundaton School through their teaching performances at class during teaching and learning English
4. Analyzing the data.



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## CHAPTER IV

### FINDING AND DISCUSSION

This Chapter presents the research findings based on the students' responses to close-ended questionnaire of effective English language teacher, the result of semi-structured interview which had been conducted for the selected students and the observation of teaching performances of English teachers at Santitham Islamic Foundation School. The research findings were analyzed and discussed in this chapter.

#### 4.1 Finding of Close-ended Questionnaire

The questionnaire was distributed since 13 until 21 February 2018. The purpose of this questionnaire was to find out the most important characteristics of effective English language teacher that would be showed by the percentage of students' response toward each items of the questionnaire which related to the first research question that said "How do Thai students in Santitham Islamic Foundation School perceive effective English language teacher?"

The questionnaire designed in the form of questionnaire checklist and the characteristics that divided into four basic category was identified from the categories proposed by Brown's (2000) theory; (1) technical knowledge; (2) pedagogical skills; and (3) interpersonal skills and (4) personal qualities.

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### 4.1.1 Technical Knowledge

The first category of characteristics of effective English language teacher deals with the technical knowledge characteristics. The finding of each aspect is explained below.

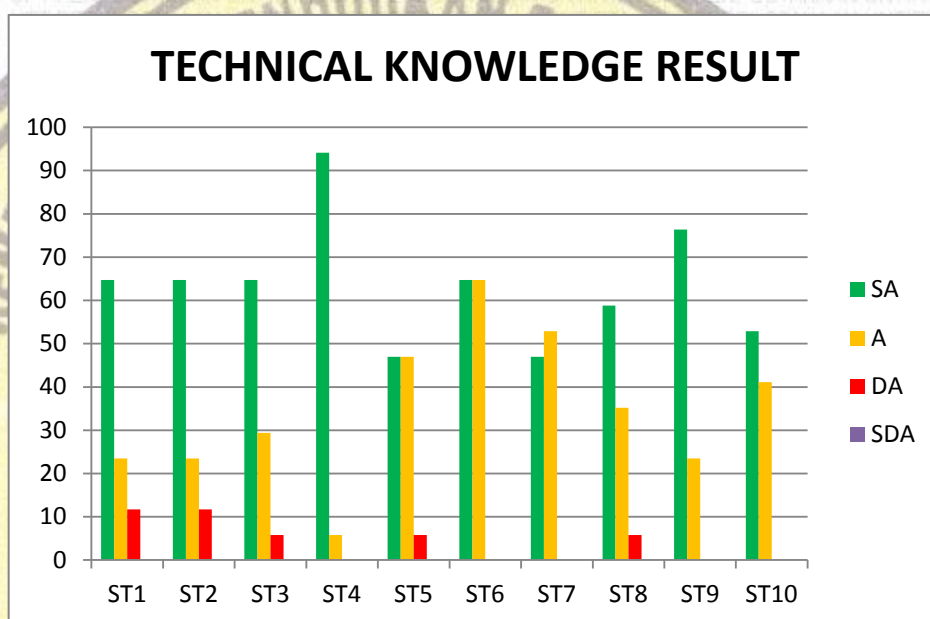


Figure 4.1 The result of the questionnaire of effective English language teacher on the technical knowledge category (adapted from Brown (2000) and Shisavan (2009))

Figure 4.1 shows the score of each characteristic in technical knowledge category based on students' perceptions. Based on the students' overall responses, it could be seen that the percentage of the students who perceived technical knowledge as important characteristics is above 60%, with students who strongly agree for about 63.5% and students who agree for 31.7%. The rest of the students perceived

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negatively with four point zero percent (4.0%) disagree and nothing for strongly disagree.

In analyzing the characteristics perceived as important by the students, the result of “strongly agree” and “agree” scales in each statement are used. Based on chart 4.1 above, it can be seen that statement number four, “teacher is able to speak in English”, was considered as the most important characteristic (94.1%) based on students’ perceptions. Then, two students agree of this statement (5.8%). Surprisingly, there was no student who disagree or strongly disagree with this statement .

#### 4.1.2 Pedagogical Skills

The second category of characteristics of effective English language teacher deals with the pedagogical skills characteristics. The finding of each aspect was explained below

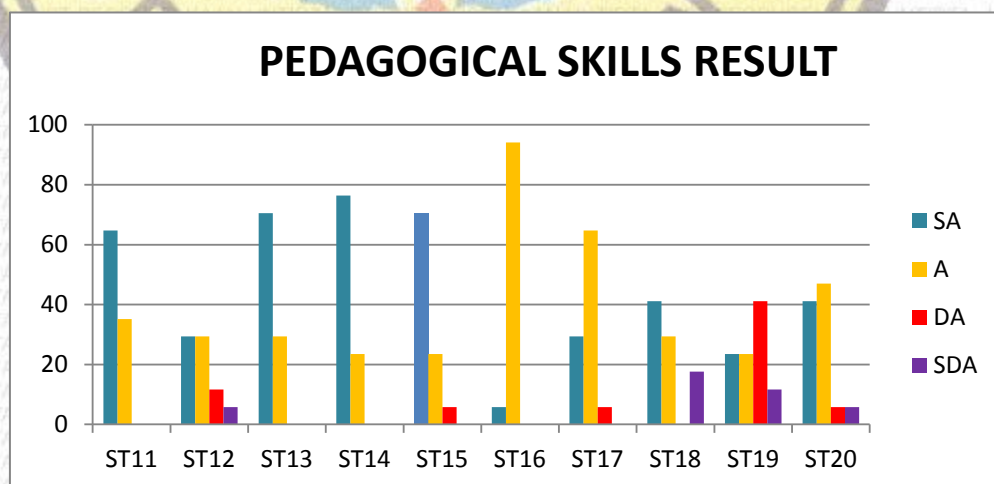


Figure 4.2 The result of the questionnaire of characteristics of effective English language teacher on the pedagogical skills category (adapted from Brown (2000) and Shisavan (2009))



The figure above showed the result of students' perception toward the characteristics in pedagogical skills category as important characteristics in being an effective English language teacher. Based on the students' overall responses, it could be seen that almost half of the students gave positive responses to the pedagogical skills as the important characteristics of effective English language teacher with 45.24% strongly agree and 39.97% agree. The rest of the students perceived the category negatively with 7.02% students disagree and four point zero nine percent (4.09%) strongly disagree.

Based on the result above, it could be seen that statement number 14, which deals with teacher's ability to use interesting media such as video, music, games, and picture, was considered as the most important characteristic of an effective English teacher in the pedagogical skill based on students' perceptions. Almost all of students gave strongly agree with the statement (76.4%) and the rest of the students agree to the statement (23.5%).

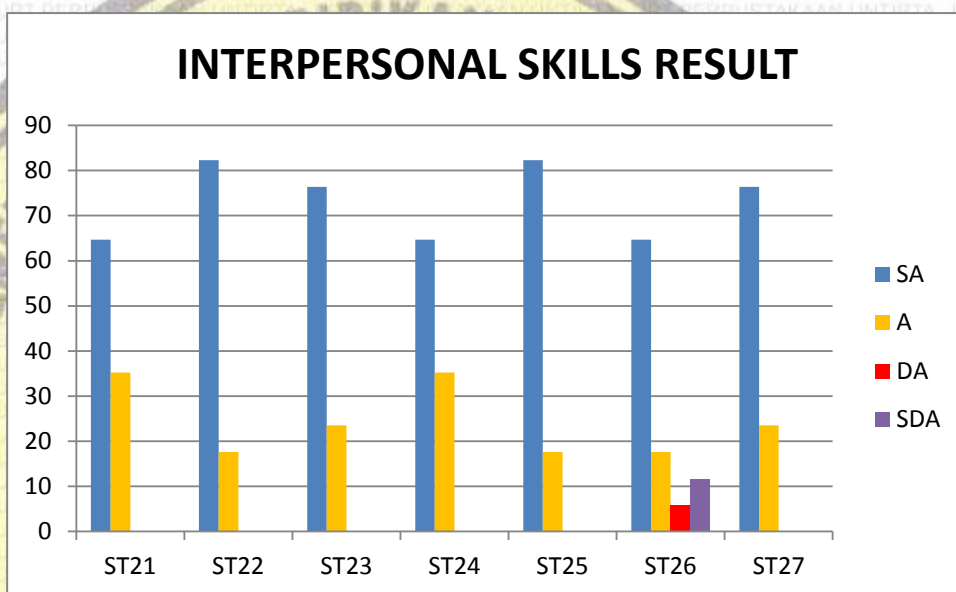
Following the fourteenth statement above, there are statements number 13 and number 15 which got the same percentage from the questionnaire (70.50%). Statement number 15 deals with teacher's use of various and fun methods in teaching English.

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### 4.1.3 Interpersonal Skills

The third category of characteristics of effective English language teacher deals with the interpersonal skills characteristics. The finding of each aspect was explained below:



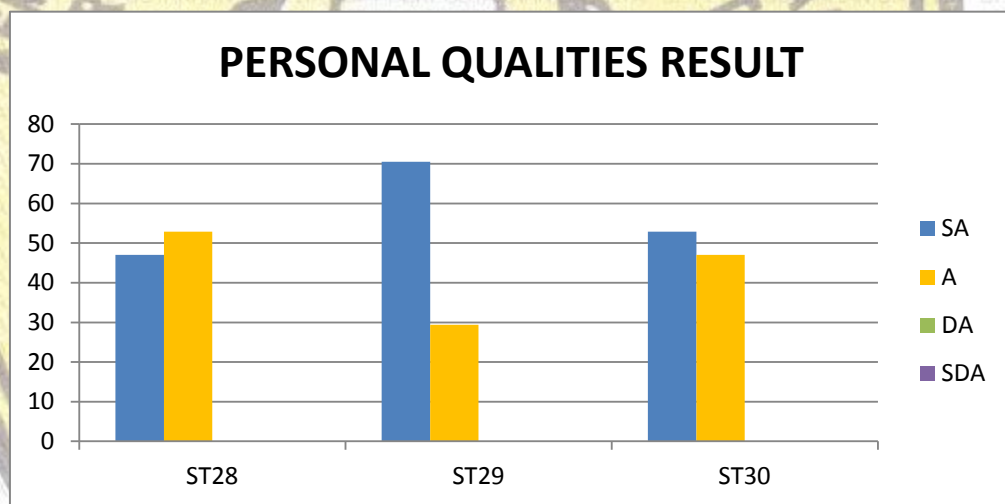
**Chart 4.3** The Result of the questionnaire of the characteristics of effective English language teacher based on interpersonal skills category (adapted from Brown (2000) and Shisavan (2009))

The third category of characteristics of effective English language teacher consists of seven statements. This category deals with teacher's characteristics in interpersonal skills category as an effective English language teacher. Based on students' overall responses, it can be seen that more than half of the students strongly agree to all statements (73%). Then, it is followed by 24.3% students who agree with each statement in this category. The rest of students perceived the category negatively by zero point eighty two percent (0.82%) students disagree and one point

sixty seven percent (1.67%) strongly disagree. The overall percentage of students who respond positively in this category (97.3%) showed that students perceive this category was absolute characteristics which must be owned by the effective English teacher.

#### 4.1.4 Personal Qualities

The last category of effective English language teacher deals with personal qualities. The finding of each aspect is explained below:



**Chart 4.4** The characteristics of effective English language teacher based on personal qualities category (adapted from Brown (2000) and Shisavan (2009))

The statement number 29 was decided to be the most important characteristics of effective English language teacher which seeks students' perception on teachers' love of their job and their willingness to improve their ability in teaching. That was proved by reaching 70.5% who strongly

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agreed and twenty nine point four percent (29.4%) who agreed with this statement.

Then, it was followed by fifty two point nine percent (52.9%) students who strongly agree that effective English teacher is able to appreciate the criticism. And the last was eight students (47%) who strongly agreed that effective teacher have to discipline and punctual during teaching and learning process in the class. Surprisingly, there was no negative response in seeking students' perception of effective English language teacher of personal qualities category.

#### 4.2 Finding of Semi-structured Interview

In order to triangulate the data, the researcher organized the interview to make sure the data collected by the researcher was valid. The interview was held on Wednesday, February 14th 2018 to three participants and February 22nd 2018 to the other participants. The interview was organized in order to seek students' in depth perception toward effective English language teacher and also the items of interview section which eliciting qualitative information were in fact intended to produce further complementary ideas.

From the interview section, the researcher found that the most characteristics of effective English language teacher were composed in technical knowledge, pedagogical skills, and interpersonal skills but there is less of personal qualities category. Generally, the most technical

knowledge category which often perceived by the students in the interview section included the teachers' ability to speak in English fluently. Then continue with pedagogical skills category included the methods, approaches and media that used by the teacher during teaching and learning in the class. Moreover interpersonal skills found in the way students need to be comfort during learning English with their teacher also the personal qualities which belong to teachers' personality. For further specific perception of effective English language teacher that perceived by students, the following paragraph will elaborate;

### **Effective English Teacher Is Able to Speak English Fluently**

From interviewing the first respondent, the researcher found that almost all the response were composed with the teachers' ability to speak English. The student perceived that the quality of teachers' speaking skill can help and motivate her self to be confident in practicing English. Moreover, the respondent perceived that effective teacher must be able to create new ways to exploit practical English materials for students.

Moreover, the second respondents also said;

*“Good English teachers ... can speak English to the students, because so many many teacher here not good at speaking, they good at writing, but they can not speak. So that students in Thailand not good in speaking English, they have no confident.”*

It was also happened while interviewing other respondents. The third respondent mentioned “*dai put pasaa angrit mak konkleu*” as his perception that effective English teacher must be fluent to speak in English. In addition, the fourth respondent also supported this finding with her perception that effective English teacher have to provide students to be good in speaking English. The fourth respondent said that EELT have to speak English full without Thai language alternately. It was also appropriate with the response of the last respondent who said;

*“I want my English teacher speak English a lot, mai put pasaa Thai makley ni hongriyan.”*

The student stated that effective English teacher have to decrease the use of Thai language during English teaching and learning activity in the class. And from all the respondents’ perception above, the ability and quality of teachers’ speaking skill becomes the most important thing to fulfill the criteria to be an effective English teacher based on students’ perception. moreover those perceptions showed that Thai students in SIFS really need their English teacher help them to master their English speaking skill.

### **Effective English Teacher Have to Use Various and Interesting Teaching Method, Approach, and Media**

This finding also often appeared while interviewing all of the respondents. Start with the first respondent who said that beside be

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talkative, effective English teacher also have the media such games or even the outside class activities. The second and the third even the fourth respondent said that effective English teacher have to create new method to avoid monotonous teaching and learning activities in the class. As one of them said that:

“...lakoo khun khru pasaa angrit mai son nabheuak...mi withimni kan son nakrein khrap (English teacher able to avoid monotonous situation and have new method to teach students)”

It was also asserted by the last respondent that effective English teacher have activity and be able to attract students' interest and activeness like playing games and sing a song. In addition, the last respondent said that effective English teacher have to use interesting media during teaching such video or audiovisual.

### **Effective English Teacher is Able to Arouse Students' Motivation For Learning English**

This finding belongs to interpersonal skill category. From several respondents, the researcher found that Thai students in SIFS also perceived that effective teacher must have the ability in arousing students' motivation for learning English. It was found when interviewing the third respondent who said;

“Laewyanghai khru samarth khaojai na dek nakreiyn. Entertain dek ni hongrian mak lakoo dai kratun nakreiyn di reiynruu phasaa angrit...”

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(Teachers who are able to understand students, and also can entertain students moreover have ability to motivate students to study English..)

In this response, student perceived that effective English teacher is able to motivate students to join and participate in English class by the way teacher understand what students need and also how teacher can entertain such applying appropriate humor during teaching and learning English moreover with methods, media and approaches that be used by the teacher. In addition, the last respondent said that English teacher can motivate students to study English when they have interesting way to deliver the material, especially if they not only teach about grammar.

### **Effective English Teacher Must Be Available for Students**

In this finding, the researcher found the characteristics which related to teacher-students relationship through this interview section. due to the second respondent said that effective English teacher can stay with students and be fun together. As he gave his perception below:

*“I hope that English teacher can make every students be confident at speaking in English and move around the class while they are teaching...”*

From that response, the student perceived that effective English teacher have to encourage students to speak in English. And also he want their English teacher not only sit on teacher’s chair, but moving around the class. In this perception, the student want English teachers pay attention to



their student, to see what kind of difficultness which faced by the students, so that make the teachers understand their students' ability and evaluate their teaching performance later based on what students need.

### **Effective English Teacher Provides Good Interaction With Students**

In conducting interview section, the researcher found another important perception which perceived by the respondents. Beside the first respondent said that effective English teacher must to be a talkative one, the second respondent also said that effective English teacher can talk with student. It is such an additional perception that effective English teacher not only can speak English but also be able to applicate that skill into teacher-students interaction. Moreover, the last respondent also gave her perception that:

*"I want my teacher listen comment from students, don't be serious, we want some interaction at class with teacher. I want English camp. I want my teacher speak English with students, conversation with students more than now."*

From that response, the respondent perceived that effective English teacher must possess the ability to maintain and develop social interaction with their students. The student wants effective English teacher who can accept students' comments and let the students express themselves through two-way communication during teaching and learning activities

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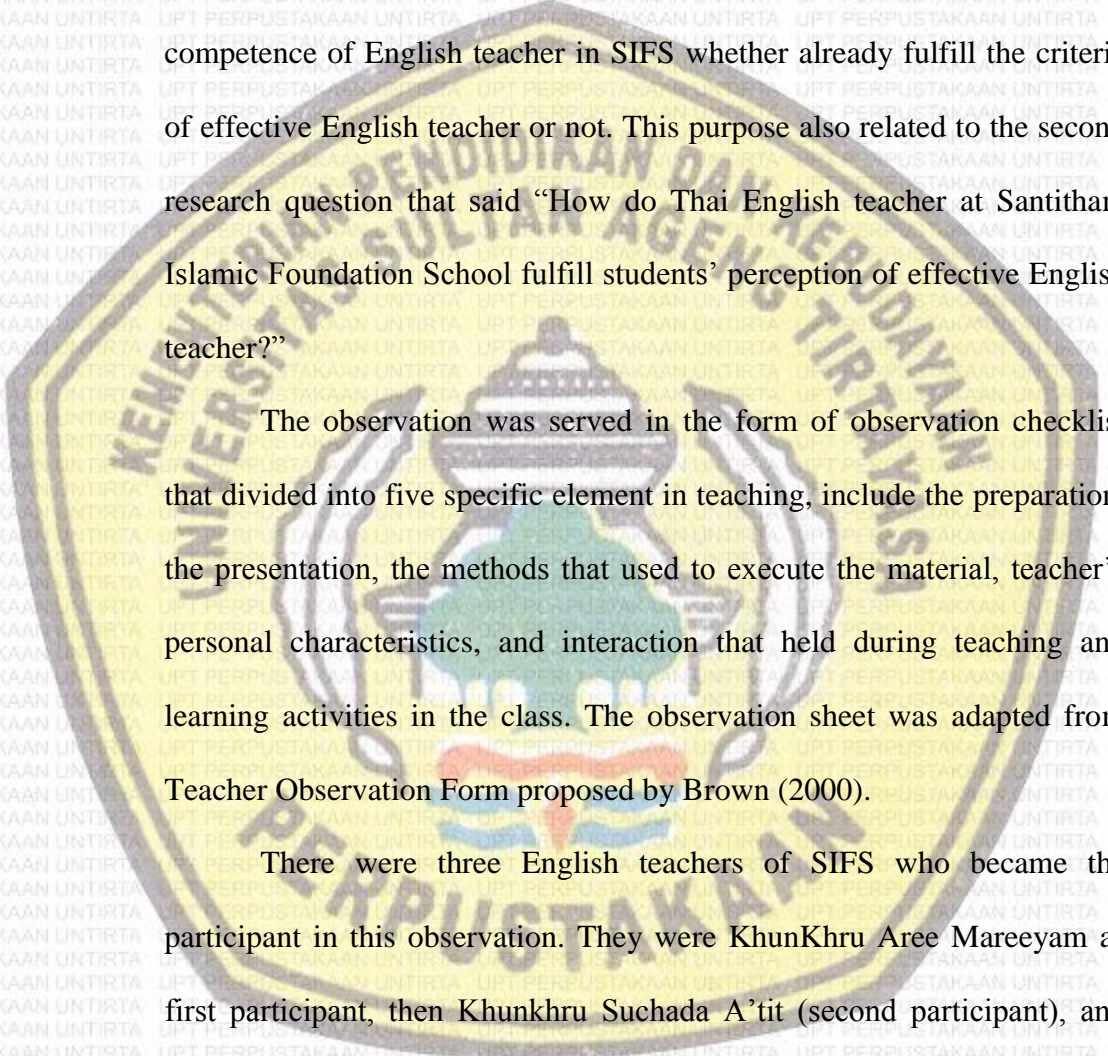
### 4.3 Finding of the Observation

The Observation had been done since February 13th 2018 until February 20th 2018. The purpose of this observation was to find out the competence of English teacher in SIFS whether already fulfill the criteria of effective English teacher or not. This purpose also related to the second research question that said “How do Thai English teacher at Santitham Islamic Foundation School fulfill students’ perception of effective English teacher?”

The observation was served in the form of observation checklist that divided into five specific element in teaching, include the preparation, the presentation, the methods that used to execute the material, teacher’s personal characteristics, and interaction that held during teaching and learning activities in the class. The observation sheet was adapted from Teacher Observation Form proposed by Brown (2000).

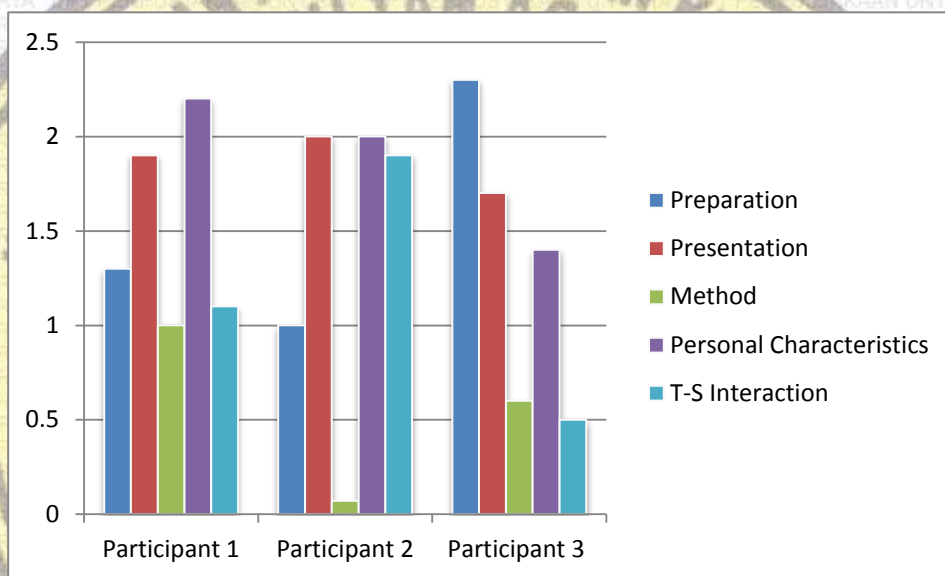
There were three English teachers of SIFS who became the participant in this observation. They were KhunKhru Aree Mareeyam as first participant, then KhunKhru Suchada A’tit (second participant), and KhunKhru Pranee as the last participant.

The researcher was the non-participant observer. From conducted the observation, the researcher found so many weaknesses of the participants while they were performing their teaching skill in the class such the disability to do introduction to the material that will be discussed, the less of using English, the lack of pronunciation, the monotonous



while executing teaching material, also the disability to alleviate students' anxiety and conduct interaction between teacher and students. the further findings will be explained by the following figure;

**Figure 4.5 The Result of English Teacher Observation**



Generally, we could see from Chart 4.5 that there was no participant who had reach above three which could be conclude that all of them did not give their best in teaching. The presented figure show that all the participants got almost the same point for each element. The specific explanation of each participant would be explained below.

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**Table 4.1 Observation Result of The First Participant**

Item	The Result	
	Indicator	Average Score
Preparation	Did not organize students' attention Did not review previous material	1.3
Presentation	Not appropriate with students' level comprehension	1.9
Execution/method	Did not move around class Did not reinforce the material Using Thai language a lot Less feedback	1
Personal Characteristic	Unresourcefulness	2.2
Teacher-Student Interaction	No question section Did not encourage all of student to do their best Less managing the situation	1.1
<b>Total</b>		<b>6.77</b>
<b>Average</b>	<b>Unsatisfactory</b>	<b>1.35</b>

### Participant 1

While observing the first participant, the researcher found some weaknesses in every element of her teaching performance. Starting with her preparation which only reach 1.3 in case she did not give any lesson reviewed material, she just directly looked ahead to new material. Moreover, the learning goals were not apparent, the class just began without any introduction to the material or even just asking “how are you?” to the students. This participant gave less attention to build-up student anxiety to start following the class, she just directly called names of student who being a presenter.

This participant got almost two point for her presentation stage. The first participant used one by one students' presentation. This technique is good to train students's speaking skill and also appropriate to the age of students. But unfortunately, this method did not work well since the students only read the paper along their presentation and teacher did not give any satisfying feedback to review what had been presented by the students. The presentation was less of question section, even there was nothing for discussion activities in it.

The lowest score was happened in the way she executed the material during teaching and learning in the class. She only got one point because of her low ability to develop effective and interesting activities for the students. The materials which had been presented by the students were not reinforced because teacher did not guide students to discuss those material more. Moreover teacher just sat down and less had eye contact with other students or even with the presenter. The worst part of this was in the end of the presentation that the researcher found nothing about how teacher give evaluation and correction for students in order to develop better result in the future.

The highest score was reach in her personal characteristics. This participant was patience in eliciting responses, because there were so many unconditional situation happened during teaching and learning activity. Her voice was appropriate and clear but too much use Thai language. The weaknesses of this participant were in her creativity to

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make various method and approach to attract students' anxiety to start joining the activity, and also her initiative to make the presenter try to speak English while presenting their project.

This participant also just got 1.1 to conduct teacher-students interaction during teaching and learning in the class. The students who presenting the material were busy to read the paper, the teacher only focused to check the assessment, and the other students had their non-related activities inside the classroom. Those situation made the interation between teacher and students was disabled.

## Participant 2

**Table 4.2 Observation Result of The Second Participant**

Item	The Result	
	Indicator	Average Score
Preparation	Did not organize students' attention Did not apparent goals of new material Did not review previous material	1
Presentation	Teacher did not speak English while giving direction and delivering material	2
Execution/method	Did not move around Using Thai language a lot Did not have interesting method Less feedback	0.7
Personal Characteristic	Unresourcefulness	2
Teacher-Student Interaction	Less managing the situation Teacher wasn't able to manage class well	1.9
<b>Total</b>		<b>6.97</b>
<b>Average</b>	<b>Unsatisfactory</b>	<b>1.4</b>

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Based on the result above, the second participant got lower score than the first participant in reaching good teaching preparation. This participant did not organize students' attention first before touching the material. In the way she did opening section, she did not mention any form of sentence that refers to the goal of teaching and learning activities. But in the other hand, she reviewed first what had been learnt on the previous meeting.

Surprisingly, this participant got the highest score than the others in presentation stage. The class material was delivered in understandable way, eventhough she used a lot of Thai language during teaching. the direction were clear and concise, moreover students were able to carry them out. But there was no activities that indicated student product English language. The students were less active to product English, because until the class was over, teacher and students only used Thai language.

Unfortunately, this participants was the lowest in executing methods that used during teaching and learning activities in the class. There was no various activities exclude doing tasks in the text book, there found nothing activities such students' practicing of English. This participant only got 0,7 for this stage because there is no variety and appropriate method to provide students' development in learning and practicing English.

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Her personal appearance was good and her voice was appropriate and clear. But the researcher did not find her creativity and initiative to develop and attract students' interest for study English. she was lack of resource unless the textbook. In addition, she often did mispronunciation during teaching and learning process.

Eventhough there was still lack of interaction between teacher and students, but this participant was better than the other. She was aware of individual and group needs but wasn't able to manage class better. Moreover, her performance only contain about explaining the material and have no activitiy to make students' participation be involved.

### Participant 3

**Table 4.3 Observation Result of The Last Participant**

Item	The Result	
	Indicator	Average Score
Preparation	Did not review previous material	2.3
Presentation	Did not clarify the material presented by the students Did not check students' understanding The material was explained by using Thai language	1.7
Execution/method	Did not move around Did not reinforced students Using Thai language a lot Did not have interesting method Did not have any feedback	0,6
Personal Characteristic	Did not give appreciation Less initiative Unresourcefulness	1.4

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Teacher-Student Interaction	Less managing the situation Teacher wasn't able to manage class well Did not encourage students There was no question section Did not aware of students need	0.5
<b>Total</b>		6.5
<b>Average</b>	Unsatisfactory	1,3

This participant got the highest score in conducting the teaching preparation. The teacher was well prepared and organized students before she started to open the class. In addition, the goal of teaching and learning activities was apparent. But, she did not review the current material that had been discussed in order to build up students' understanding toward the material that will give.

The participant used students' presentation to deliver the material. But the presentation did not hold in English, although the materials were discussing about English grammar. The worst part of this stage was the teacher's ignorance towards the students who were the presenter even the students who just listen. Until the presentation was over, the teacher did not give any review, clarification even correction for the students.

While executing the methods, there were so much weaknesses that possessed by the last participant. The teacher was not available for the students. She did not provide any variety of activities to make students active and give participation through the presentation. The teacher did not

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move around the class to check whether her students understand or not and seek what difficultness that probably faced by her student.

Her personal characteristics only got 1,4 in case she did not give any appreciation to her students after presenting the material. She was lack of initiative and creativity to build up students' motivation for study English. She was unresourcefulness. It was proved by the way she did not provide interesting teaching methods and develop appropriate approaches for the students.

The worst part of this stage was the disabled of interaction between teacher and students. There was no action from the teacher that indicated as the way teacher encourages students. The student only presented the material by read the paper and gave the explanation by using Thai language. The activity was monotonous, moreover teacher was not able to be a developer in it.

#### 4.4 Discussion

After the findings of the research had been reported, the researcher aims to discuss those data specifically based on the research questions of this research in order to make clarity result of this study.

#### **How do Thai Students in Santitham Islamic Foundation School Perceive Effective English Language Teacher?**

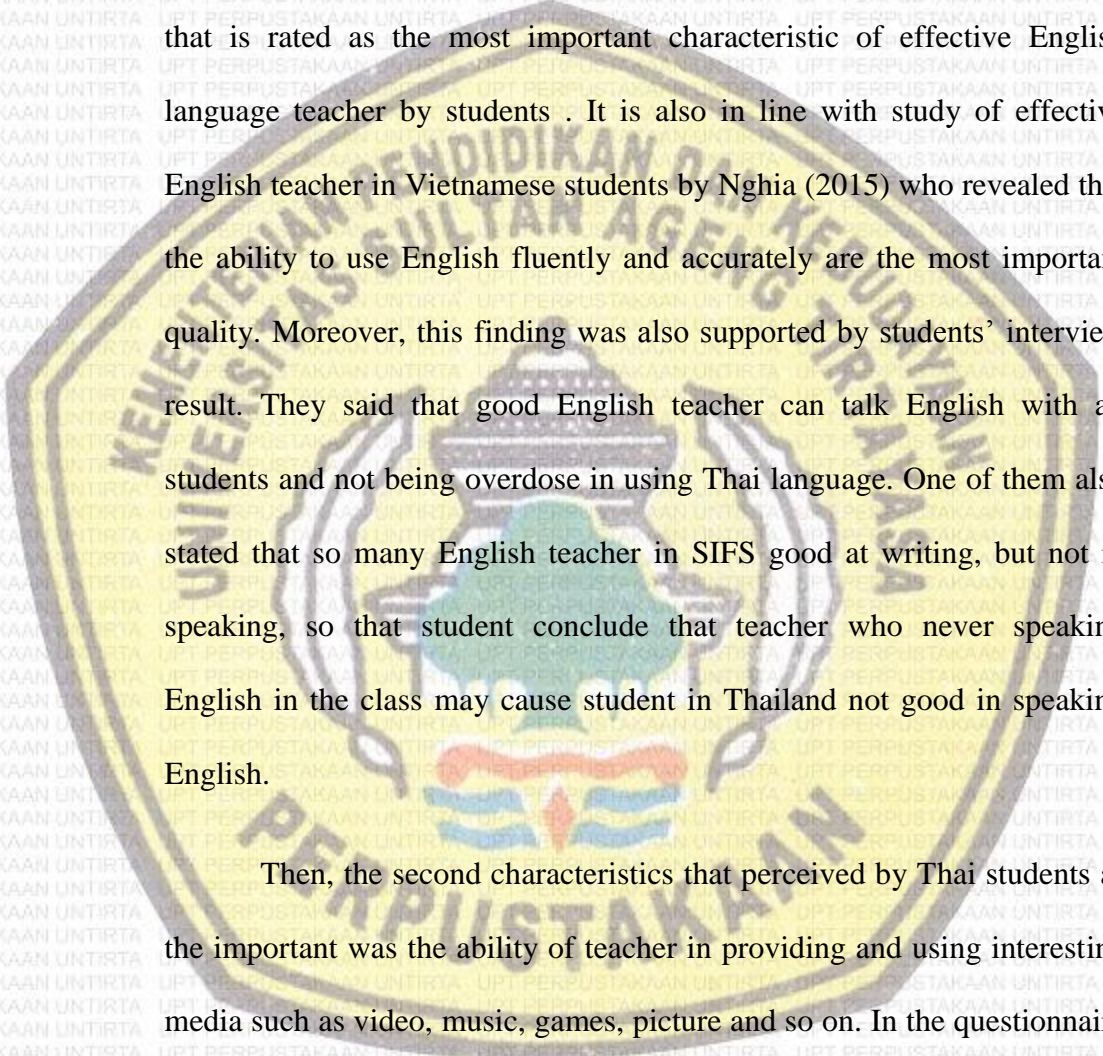
This question would be answered by the findings of the questionnaire and interview section. From the questionnaire, there were

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explained that almost all students (94%) gave strongly agree that effective English language teacher must be able to speak in English. It is relevant with Wichadee (2010) who states that speaking clearly is a characteristic that is rated as the most important characteristic of effective English language teacher by students . It is also in line with study of effective English teacher in Vietnamese students by Nghia (2015) who revealed that the ability to use English fluently and accurately are the most important quality. Moreover, this finding was also supported by students' interview result. They said that good English teacher can talk English with all students and not being overdose in using Thai language. One of them also stated that so many English teacher in SIFS good at writing, but not in speaking, so that student conclude that teacher who never speaking English in the class may cause student in Thailand not good in speaking English.

Then, the second characteristics that perceived by Thai students as the important was the ability of teacher in providing and using interesting media such as video, music, games, picture and so on. In the questionnaire result this statement which belong to pedagogical knowledge category, reached 76.4% strongly agree from students. In addition, still in the same category, the statement "Teacher uses various and fun methods" also reached 70.5% strongly agree. This results are similar with Rasyid (2014) who found that the creative use of teaching media is considered as an important characteristic of an effective English language teacher. Chen &



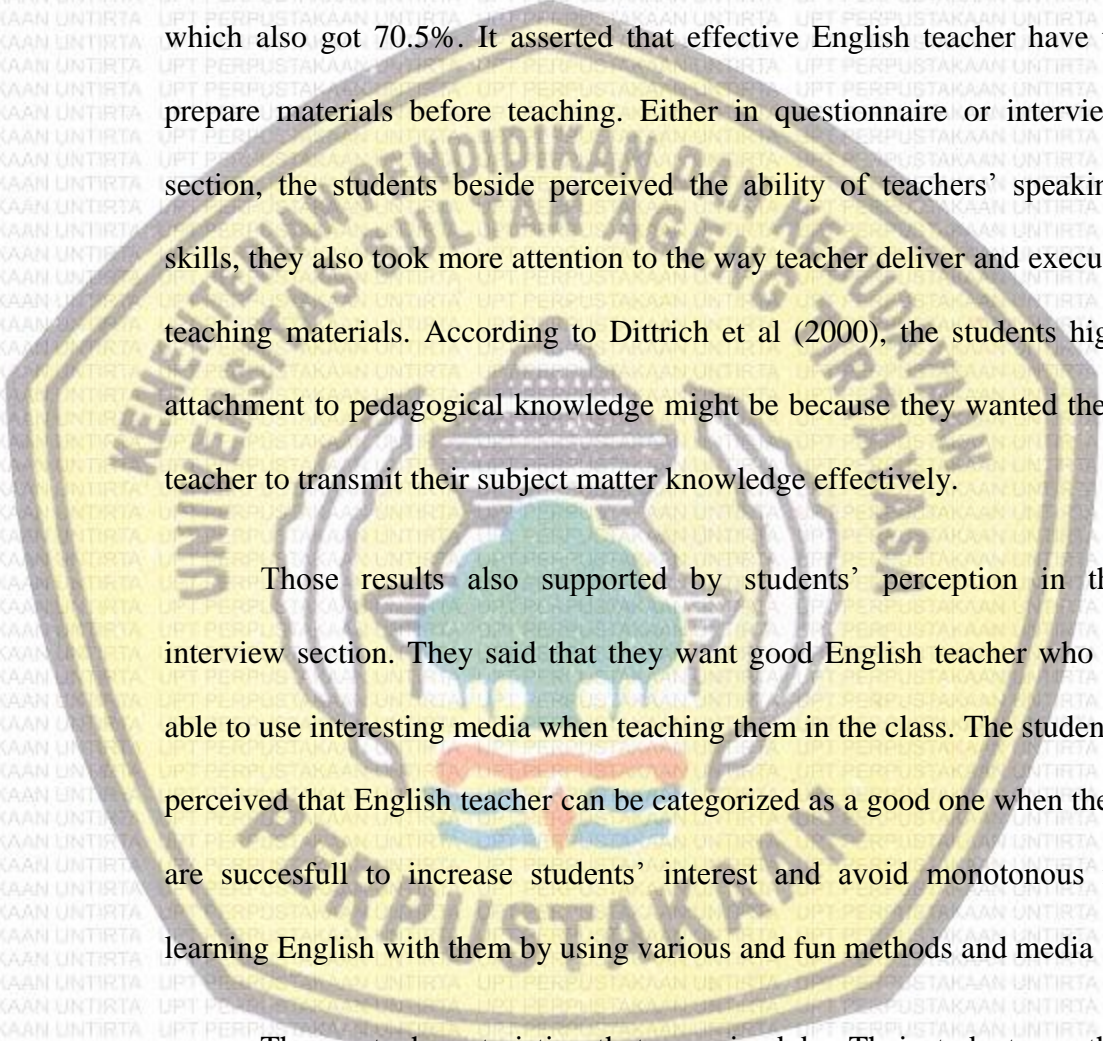
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Lin (2009) also mentioned the importance of providing interesting lesson as the characteristic of effective English language teacher. Those results also may caused another statement in pedagogical knowledge category which also got 70.5%. It asserted that effective English teacher have to prepare materials before teaching. Either in questionnaire or interview section, the students beside perceived the ability of teachers' speaking skills, they also took more attention to the way teacher deliver and execute teaching materials. According to Dittrich et al (2000), the students high attachment to pedagogical knowledge might be because they wanted their teacher to transmit their subject matter knowledge effectively.

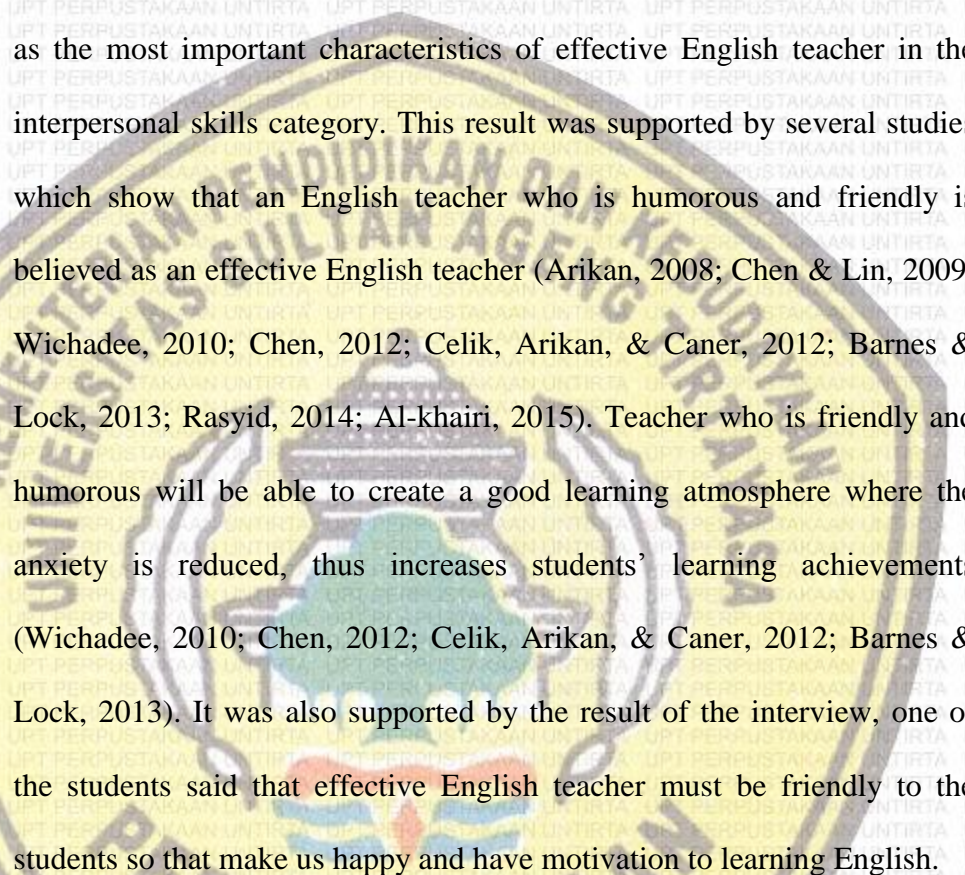
Those results also supported by students' perception in the interview section. They said that they want good English teacher who is able to use interesting media when teaching them in the class. The students perceived that English teacher can be categorized as a good one when they are succesfull to increase students' interest and avoid monotonous in learning English with them by using various and fun methods and media

The next characteristics that perceived by Thai students as the important things to be possessed by an effective English teacher deals with the ability to make good relationship with students which related as the socio-affective ability or in this study called as interpersonal skills category. From the questionnaire result, teacher who available for students got the highest score with eighty two point three percent (82.3%) strongly agree. This is supported by Wichadee (2010) who states that teacher's



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availability, along with accessibility, promotes positive students' emotion and helps in create a good learning atmosphere. In the same level of score, twenty fifth statement "Teacher is friendly and humorous" was highlighted as the most important characteristics of effective English teacher in the interpersonal skills category. This result was supported by several studies which show that an English teacher who is humorous and friendly is believed as an effective English teacher (Arikan, 2008; Chen & Lin, 2009; Wichadee, 2010; Chen, 2012; Celik, Arikan, & Caner, 2012; Barnes & Lock, 2013; Rasyid, 2014; Al-khairi, 2015). Teacher who is friendly and humorous will be able to create a good learning atmosphere where the anxiety is reduced, thus increases students' learning achievements (Wichadee, 2010; Chen, 2012; Celik, Arikan, & Caner, 2012; Barnes & Lock, 2013). It was also supported by the result of the interview, one of the students said that effective English teacher must be friendly to the students so that make us happy and have motivation to learning English.

The next result is the essential role of being teacher which exist in statement number 23. The statement is "teacher's ability in increasing students' motivations which got seventy six point four percent (76.4%) strongly agree and 23.4% agreed from the students. There was no student neither disagreed nor strongly disagreed towards this statement. Teacher's motivation is believed as an important characteristic of an effective English language teacher. The teachers who constantly motivate their students will lead themselves into successful teaching and expected

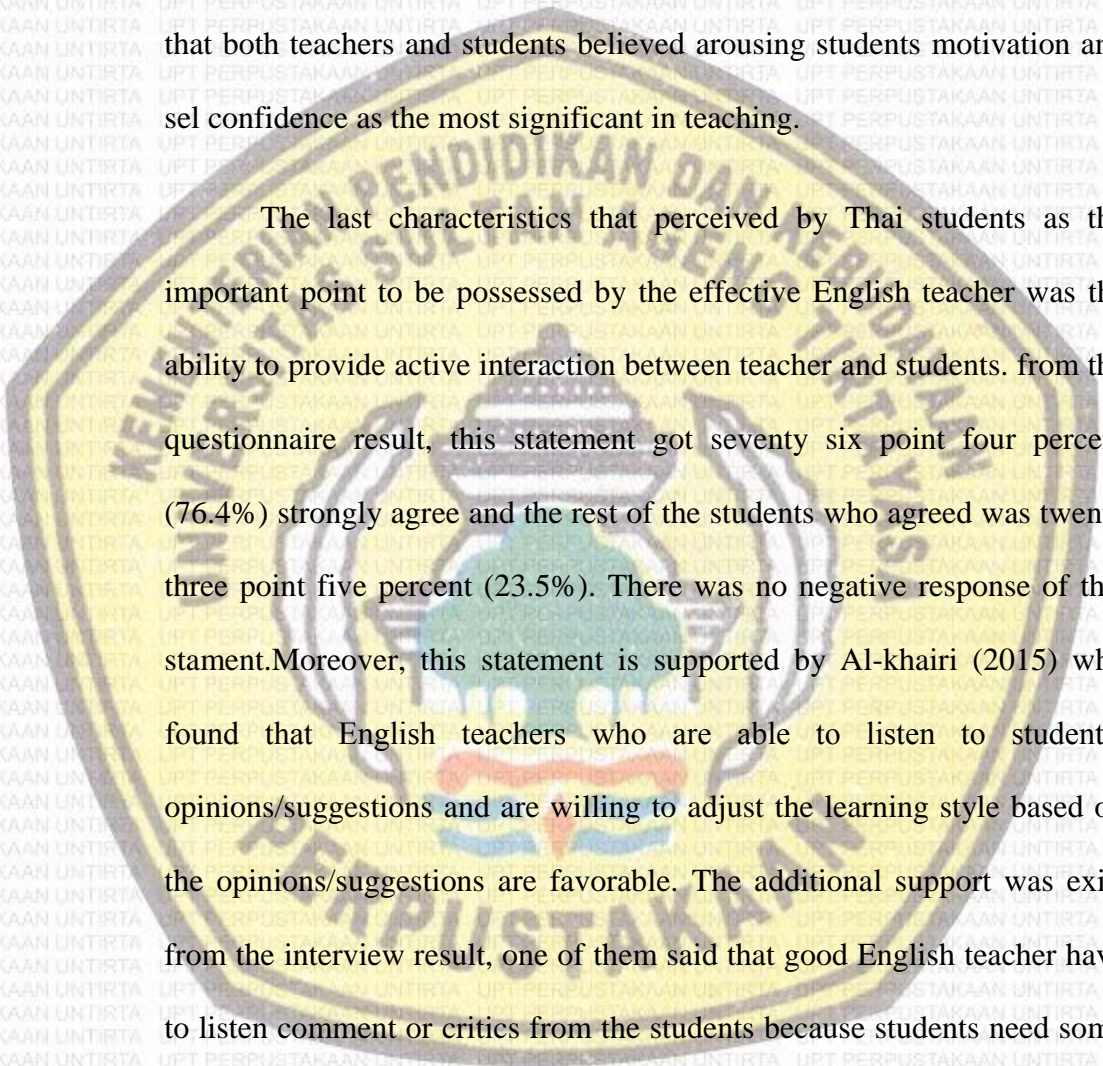
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students' outcomes in learning English (Miller, 2012; Barnes & Lock, 2013). Park and Lee (2006) who conducted study of effective English teacher based on Korean high school students' perception also reported that both teachers and students believed arousing students motivation and sel confidence as the most significant in teaching.

The last characteristics that perceived by Thai students as the important point to be possessed by the effective English teacher was the ability to provide active interaction between teacher and students. from the questionnaire result, this statement got seventy six point four percent (76.4%) strongly agree and the rest of the students who agreed was twenty three point five percent (23.5%). There was no negative response of this stament. Moreover, this statement is supported by Al-khairi (2015) who found that English teachers who are able to listen to students' opinions/suggestions and are willing to adjust the learning style based on the opinions/suggestions are favorable. The additional support was exist from the interview result, one of them said that good English teacher have to listen comment or critics from the students because students need some interaction such as English conversation during English class with their teacher.

The statement showed the essential role of communication during teaching and learning process is important for Thai students in SIFS. This result also in line with Shisavan and Sadeghi (2009) who conducted study of effective English teacher based on Iranian University Students'



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perception. They asserted that effective English language teachers should have closer and more positive relationship with their students and should also be open to a variety of thoughts, suggestions and criticisms. This finding again confirms those of Feldman (1976), where he found that students perceived superior college teacher to be more friendly, helpful and open to other's opinions.

### **How Do Thai English Teachers in SIFS Fulfill Students' Perception of Effective English Teacher?**

The second research question was answered by comparing the first research question's answer and the result of the observation. Based on the discussion above, the characteristics of effective English teacher that perceived by students were mentioned and explained. There were:

1. Able to speak English fluently
2. Provide and use interesting media such as video, music, games and picture
3. Use various and fun methods
4. Prepare materials before teaching
5. Be available for students
6. Be able to increase students' motivation
7. Be friendly and humorous
8. Provide teacher-students interaction

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During observing all the participants, the researcher was dissatisfied with the performances from third of them. The result of observation was showed in **figure 4.5.** and already explained from each element of teaching.

In fulfilling the first characteristics, the researcher thought that English teachers who had been observed were not eligible to be accepted since all of them did not speak in English during teaching and learning activities with students in the class. Not only when the researcher conduct the observation, but also in another daily English classes since the researcher was the pre-service teacher in that school and the participants of the observation were the supervisors of the researcher. So that, the researcher took so many times to observe their teaching performances.

Based on the observation result, there was no one who could reach above one point in the element of executing method. It already proved that English teacher in SIFS do not fulfill yet the students' perception of effective English teacher number three and four. Although the English teachers used student centered learning method such using students presentation, but it did not work well as expected because teacher did not play their role as a developer to enhance and reinforced students participate in the activity. So the class turned to be monotonous because there was no various activity to do for other students who was being the audience. All they did just to listen and watch their friend who present their project by reading along the paper.

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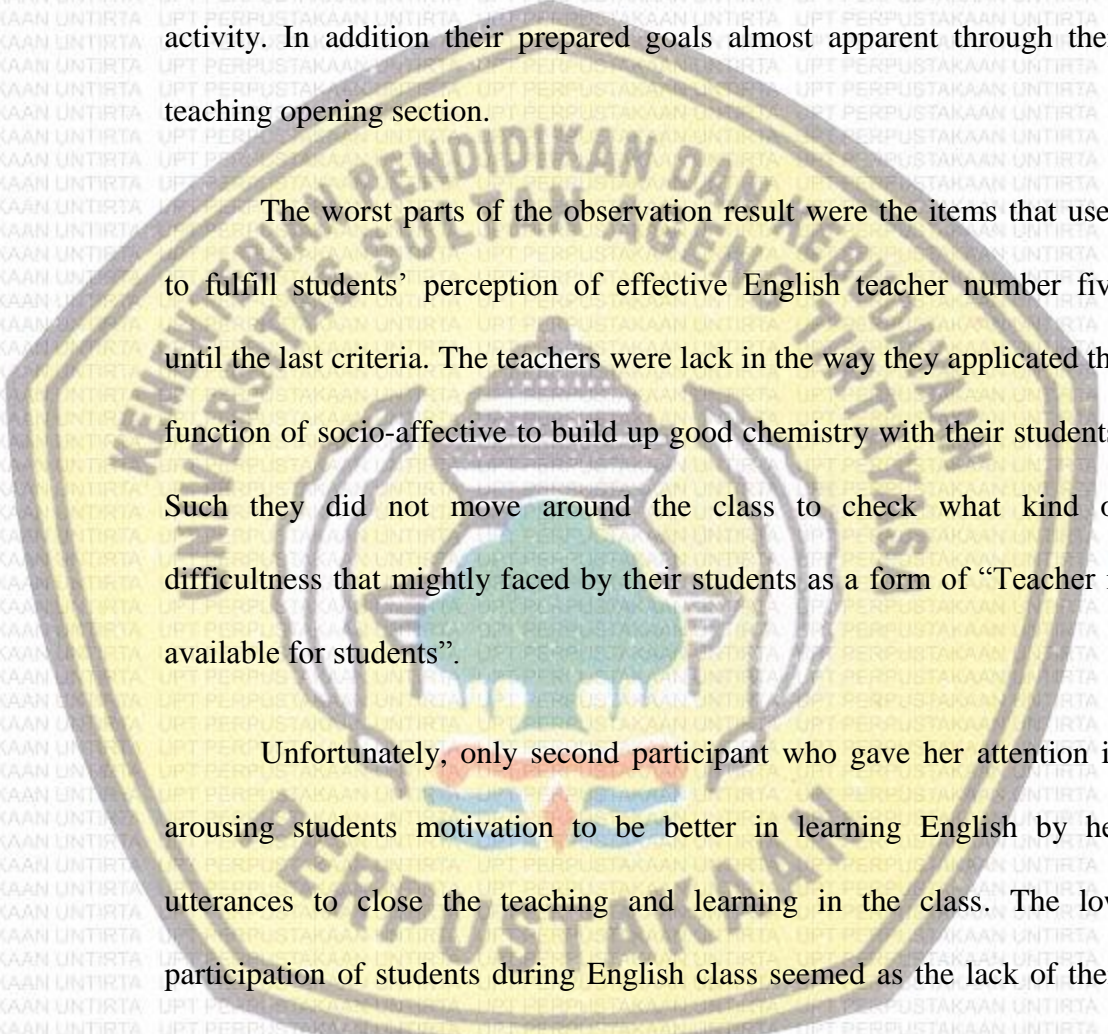


In the preparation stage, some of participant did it well. Some of them were provide time to review the previous subject materials and organized the students firstly before doing the teaching and learning activity. In addition their prepared goals almost apparent through their teaching opening section.

The worst parts of the observation result were the items that used to fulfill students' perception of effective English teacher number five until the last criteria. The teachers were lack in the way they applicated the function of socio-affective to build up good chemistry with their students. Such they did not move around the class to check what kind of difficultness that mightly faced by their students as a form of "Teacher is available for students".

Unfortunately, only second participant who gave her attention in arousing students motivation to be better in learning English by her utterances to close the teaching and learning in the class. The low participation of students during English class seemed as the lack of their motivation to join the activity. Hence, effective teacher must have the power to inspire through their attitudes, actions and eventhrough the lesson or activities they engage students in (Zamani & Ahangari: 2016)

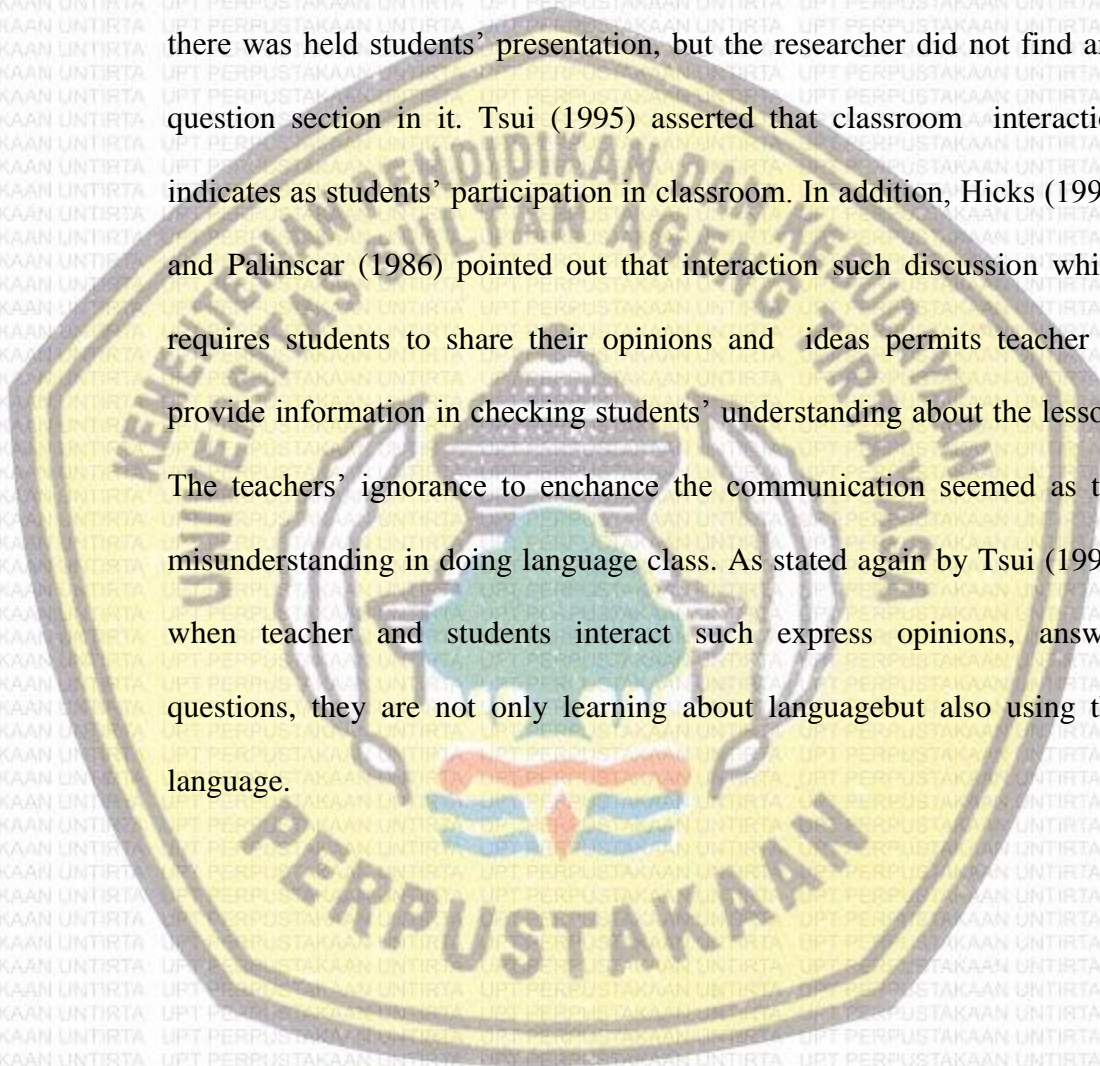
The last was teacher-students interaction which perceived by students as an important thing to be possessed by effective English teacher. But, it is contrast with the observation result. The teachers was



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also lack in giving feedback to their students, even just giving appreciation to student who had been present the material. The class were flat because the interaction between teacher and students did not involve. Although there was held students' presentation, but the researcher did not find any question section in it. Tsui (1995) asserted that classroom interaction indicates as students' participation in classroom. In addition, Hicks (1995) and Palinscar (1986) pointed out that interaction such discussion which requires students to share their opinions and ideas permits teacher to provide information in checking students' understanding about the lesson. The teachers' ignorance to enhance the communication seemed as the misunderstanding in doing language class. As stated again by Tsui (1995) when teacher and students interact such express opinions, answer questions, they are not only learning about languagebut also using the language.



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## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter is employed as an eventual summary which includes conclusions and suggestions. This chapter is presented in two sections: first, it provides a conclusive presentation of the entire finding discussion from the earlier chapter; second, it suggests future research suggestions which is expected to help in providing some ideas considered when researching similar field of study.

#### 5.1 Conclusions

Having the students' perceptions of characteristics of effective English teacher as the core of the study, the research was intended to study the characteristics of effective English teachers as perceived by Thai high school students. There were two purposes of the study; to find out how Thai high school students perceive effective English language teachers and also to compare the ability of the English teachers at SIFS in accomplishing the characteristics of effective English teachers as perceived by their students.

The findings of close-ended questionnaire and semi-structured interview were intended to answer the first research question of this research. The ability of the teacher to speak English fluently became the most important thing to be possessed by effective English teacher. This one belong to technical knowledge category. Then follow with teacher resourcefulness to provide and use variety of interesting media, method and approach of teaching which categorized as

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pedagogical skills. And the last important thing that should be possessed by effective English teacher was the ability to build-up good relationship with students, including to be available for students, be able to arouse students' motivation for study English, be friendly and humorous, and also able to maintain and develop interaction between teacher and students.

In the other hand, the findings of the observation were intended to answer the second research question. From the findings, English teachers in SIFS had low score in their subject matter knowledge, especially their English speaking proficiency because they were not speaking in English during teaching English in the class. They also had low skill to develop media, method and approach that will be used in their teaching. It was because of their less variety way to execute the teaching material. And the last, they lack of communication with students because the researcher found that interaction during teaching and learning English was disabled.

Overall, the main point which can be concluded from this research is the English teachers in Santitham Islamic Foundation School did not fulfill the characteristics of effective English teacher as perceived by their students. There was a discrepancy found among students' expectation of learning English in the class with what actually teachers give.

## 5.2 Suggestions

Regarding to the importance of effective English teaching and learning activities for students, the improvement of teaching competency of English

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teacher must be considered. There are several suggestion that would be proposed for teachers and further researcher.

Especially for teachers, having students' perception to evaluate teaching activities is important thing we must never neglect. The qualities of effective English teachers perceived by student perceptions in this study may portray English learning they have experienced and learning circumstances they expect to experience from their English teacher. What they believe and perceive may influence on the future teaching that deliver by the English teacher on their classes. So that, giving a chance for students to express and deliver their perception and opinion of what they really want in learning English in the class give a positive way to create effective teaching and learning.

As a result, for the further research, an investigation with a larger size of participants and variety of survey methods shall be conducted. The current study is limited to senior high school with focus on the twelfth grade students only. Investigating the teachers' perceptions to balance the students' perception might strengthen the result of the current study.

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# APPENDICES

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## APPENDIX A

(The permit from SIFS to conduct research)

### CERTIFICATE

The undersigned below, the head principle of Islamic Muslim Foundation Santitham Mulniti School stated:

Name : Rima Putri Sirait  
Place and date of birth : June 30<sup>th</sup>, 1996  
School : The University of Sultan Ageng Tirtayasa

Has the allowance to do the research titled "Students' Perception Toward Effective English Language Teacher" at Islamic Muslim Foundation Santitham Mulniti School year of academic 2017-2018. This letter made in order to be used properly.

Nakhon Si Thammarat, March 8<sup>th</sup> 2018

Head Principle



**Mr. Noppharat Sumalee**

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## APPENDIX B

(The Result of the Questionnaire)

Technical Knowledge									
No	Statements	SA		A		DA		SDA	
		Fo	%	Fo	%	fo	%	Fo	%
1	Teacher is able to write in English	11	64.7	4	23.5	2	11.7	0	0
2	Teacher is able to read and understand English texts	11	64.7	4	23.5	2	11.7	0	0
3	Teacher is able to listen and understand a conversation hold in English	11	64.7	5	29.4	1	5.8	0	0
4	Teacher is able to speak in English	16	94.1	1	5.8	0	0	0	0
5	Teacher is able to pronounce English vocabularies	8	47.0	8	47.0	1	5.8	0	0
6	Teacher is able to master the English grammar	11	64.7	6	35.2	0	0	0	0
7	Teacher is able to master all of English vocabularies	8	47.0	9	52.9	0	0	0	0
8	Teacher understands and able to teach the connection between English and its culture	10	58.8	6	35.2	1	5.8	0	0
9	Teacher has an experience in teaching and learning English	13	76.4	4	23.5	0	0	0	0
10	Teacher often attends English training or seminars	9	52.9	7	41.1	0	0	0	0
	<b>Total (x)</b>	<b>108</b>		<b>54</b>		<b>7</b>		<b>0</b>	
	<b>Average (%)</b>		<b>63.5</b>		<b>31.7</b>		<b>4.0</b>		<b>0</b>

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Pedagogical Skill									
No	Statement	SA		A		DA		SDA	
		Fo	%	Fo	%	fo	%	Fo	%
1	Teacher uses only English in the classroom	11	64.7	6	35.2	0	0	0	0
12	Teacher uses English and Thai language alternately	5	29.4	5	29.4	2	11.7	1	5.8
13	Teacher prepares materials before teaching	12	70.5	5	29.4	0	0	0	0
14	Teacher uses interesting media such as video, music, games, picture	13	76.4	4	23.5	0	0	0	0
15	Teacher teaches with various and fun methods	12	70.5	4	23.5	1	5.8	0	0
16	Teacher asks students to work in group	1	5.8	16	94.1	0	0	0	0
17	Teacher gives comments and evaluates all students' assignments	5	29.4	11	64.7	1	5.8	0	0
18	Teacher is able to manage teaching time with the provided time	7	41.1	5	29.4	0	0	3	17.6
19	Teacher often gives homework	4	23.5	4	23.5	7	41.1	2	11.7
20	Teacher teaches based on each students' ability	7	41.1	8	47.0	1	5.8	1	5.8
	<b>total (x)</b>	<b>77</b>		<b>68</b>		<b>12</b>		<b>7</b>	
	<b>Average (%)</b>		<b>45.24</b>		<b>39.97</b>		<b>7.02</b>		<b>4.09</b>

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Interpersonal Skills									
No	Statements	SA		A		DA		SDA	
		fo	%	fo	%	fo	%	Fo	%
21	Teacher appreciates the differences between students	11	64.7	6	35.2	0	0	0	0
22	Teacher is available for students	14	82.3	3	17.6	0	0	0	0
23	Teacher is able to increase students' motivation	13	76.4	4	23.5	0	0	0	0
24	Teacher is able to treat students fairly	11	64.7	6	35.2	0	0	0	0
25	Teacher is friendly and humourous	14	82.3	3	17.6	0	0	0	0
26	Teacher is not irritable, easy to forgive	11	64.7	3	17.6	1	5.8	2	11.7
27	Teacher is able to listen to students' answers and opinions, whether it is wrong or right	13	76.4	4	23.5	0	0	0	0
	<b>Total (x)</b>	<b>87</b>		<b>29</b>		<b>1</b>		<b>2</b>	
	<b>Average (%)</b>		<b>73.0</b>		<b>24.3</b>		<b>0.82</b>		<b>1.67</b>

Personal Qualities									
No	Statements	SA		A		DA		SDA	
		fo	%	Fo	%	Fo	%	fo	%
28	Teacher is discipline and punctual	8	47.0	9	52.9	0	0	0	0
29	Teacher loves his/her job and willing to improve her ability	12	70.5	5	29.4	0	0	0	0
30	Teacher is able to appreciate the criticism	9	52.9	8	47.0	0	0	0	0
	<b>Total (x)</b>	<b>29</b>		<b>22</b>		<b>0</b>		<b>0</b>	
	<b>Average (%)</b>		<b>56.8</b>		<b>43.1</b>		<b>0</b>		<b>0</b>

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Picture 3. The first participant was being observed by the researcher



Picture 4. The second participant was being observed by the researcher

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*(During observation of the second participant)*

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Picture 5. The last participant was being observed by the researcher



Picture 6. The class situation while the last participant was observed by the researcher

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Picture 1. students were filling out the questionnaire sheets



Picture 2. Students were being interviewed by the researcher

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