

## CHAPTER 4

### DATA ANALYSIS

This chapter presents the analysis of data in seven areas including the analysis of: (1) subjects' background; (2) informal interview; (3) pre-test; (4) post-test; (5) pre-test and post-test comparison; (6) students' experiences in English classes with English teachers; (7) students' attitudes toward English language, toward English classes and toward English teachers; (8) students' opinions regarding grades and a no-grade system; (9) learners' self-evaluation (a checklist); and (10) extracurricular activities and informal situations.

As shown in table 1, (p.47), there were 20 students from various minority groups distributed as follows: 11 Karens, 5 Lahus, 1 Hmong and 3 Thais. The whole class was constituted equally in terms of sex: 10 males and 10 females.

#### Analysis of the Pre-test

The analysis of the pre-test is divided into five sections, namely: pronunciation, grammar, vocabulary, fluency and comprehension. The Likert scale was used. Table 2 (p. 49) shows the result of the pre-test. The t-test is used to calculate the test results (see further details in Appendix B. p. 101).

The sample mean ( $\bar{X}$ ) of the pronunciation results is 2.25 and the S.D. is 0.639; the sample mean ( $\bar{X}$ ) of the grammar result is 1.75 and the S.D. is 0.716; the

### Analysis of Subjects' Background

**Table 1: Subjects' Background**

Learner	Gender	Age	Minority Group	Years of Studying English
S1	M	22	Karen	3
S2	M	22	Lahu	5
S3	M	21	Thai	5
S4	M	22	Lahu	5
S5	M	22	Thai	5
S6	M	23	Karen	2
S7	M	19	Lahu	2
S8	M	22	Lahu	5
S9	F	24	Karen	2
S10	F	24	Karen	5
S11	M	24	Karen	3
S12	F	21	Karen	2
S13	F	20	Karen	5
S14	F	21	Karen	5
S15	F	19	Karen	4
S16	F	19	Thai	5
S17	F	20	Karen	5
S18	F	18	Hmong	2
S19	F	18	Karen	3
S20	F	20	Lahu	4

Legend: S = Student

F= Female

M = Male

sample mean ( $\bar{X}$ ) of the vocabulary result is 1.75 and the S.D. is 0.587; the sample mean ( $\bar{X}$ ) of the fluency result is 2.0 and the S.D. is 0.725; and the sample mean ( $\bar{X}$ ) of the comprehension is 2.6 and the S.D. is 0.680.

The result of the pre-test indicates that the students' English proficiency is lower than average (2.5).

### **Analysis of the Post-test**

Like the pre-test, the post-test also measured five areas: pronunciation, grammar, vocabulary, fluency and comprehension.

Table 3 (p. 50) shows the results of the post-test: the sample mean ( $\bar{X}$ ) of the pronunciation is 3.15 and the S.D. is 0.489; the sample mean ( $\bar{X}$ ) of the grammar is 3.20 and the S.D. is 0.770; the sample mean ( $\bar{X}$ ) of the vocabulary is 3.65 and the S.D. is 0.745; the sample mean ( $\bar{X}$ ) of the fluency is 3.55 and the S.D. is 0.686; and the sample mean ( $\bar{X}$ ) of the comprehension is 4.05 and the S.D. is 0.686 (see details in Appendix B. p. 101).

The post-test result indicates that the students' English proficiency is above average.

### **Comparison of Pre-test and Post-test**

This section shows a comparison of the differences of two means ( $M_1$  and  $M_2$ ), the pre-test and post-test, respectively in five areas mentioned above. The level of significance used for these data is 5%. The difference in the mean score between the pre-test and the post-test is significant. The mean score of the post-test is significantly higher than the mean score of the pre-test in all five areas. The chart (see p. 52) shows the comparison of the pre-test and post-test results.

Table 2 Pre-test Results

N	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
S1	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S2	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S3	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S4	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S5	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S6	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S7	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S8	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S9	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S10	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S11	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S12	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S13	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S14	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S15	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S16	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S17	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S18	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S19	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S20	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
Total	2	11	7	0	0	8	9	3	0	0	5	13	2	0	0	5	10	5	0	0	1	7	11	1	0
X	X1 = 2.25					X2 = 1.75					X3 = 1.75					X4 = 2.0					X5 = 2.6				
SD	SD1 = 0.639					SD2 = 0.716					SD3 = 0.587					SD4 = 0.725					SD5 = 0.680				

Table 3: Post-test Results

N	Pronunciation					Grammar					Vocabulary					Fluency					Comprehension				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
S1	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S2	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S3	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S4	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S5	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S6	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S7	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S8	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S9	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S10	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S11	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S12	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S13	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S14	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S15	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S16	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S17	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S18	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S19	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
S20	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	/	
Total	0	1	15	4	0	0	4	8	8	0	0	1	7	10	2	0	1	8	10	1	0	0	4	11	5
X	X1 = 3.15					X2 = 3.20					X3 = 3.65					X4 = 3.55					X5 = 4.05				
SD	SD1 = 0.489					SD2 = 0.770					SD3 = 0.745					SD4 = 0.686					SD5 = 0.686				

We could see that the students' performances have significantly improved after taking the instructional package in this study. A discussion of each of the five areas of growth follows.

**Pronunciation:** It is accepted that pronunciation is the most difficult area to improve in learning a second language. The participants basically have difficulty improving pronunciation in speaking Thai language, they therefore found more difficulty in improving English pronunciation. The chart shows that the scores of the pre- and post-tests are not very much different due to the mentioned reason.

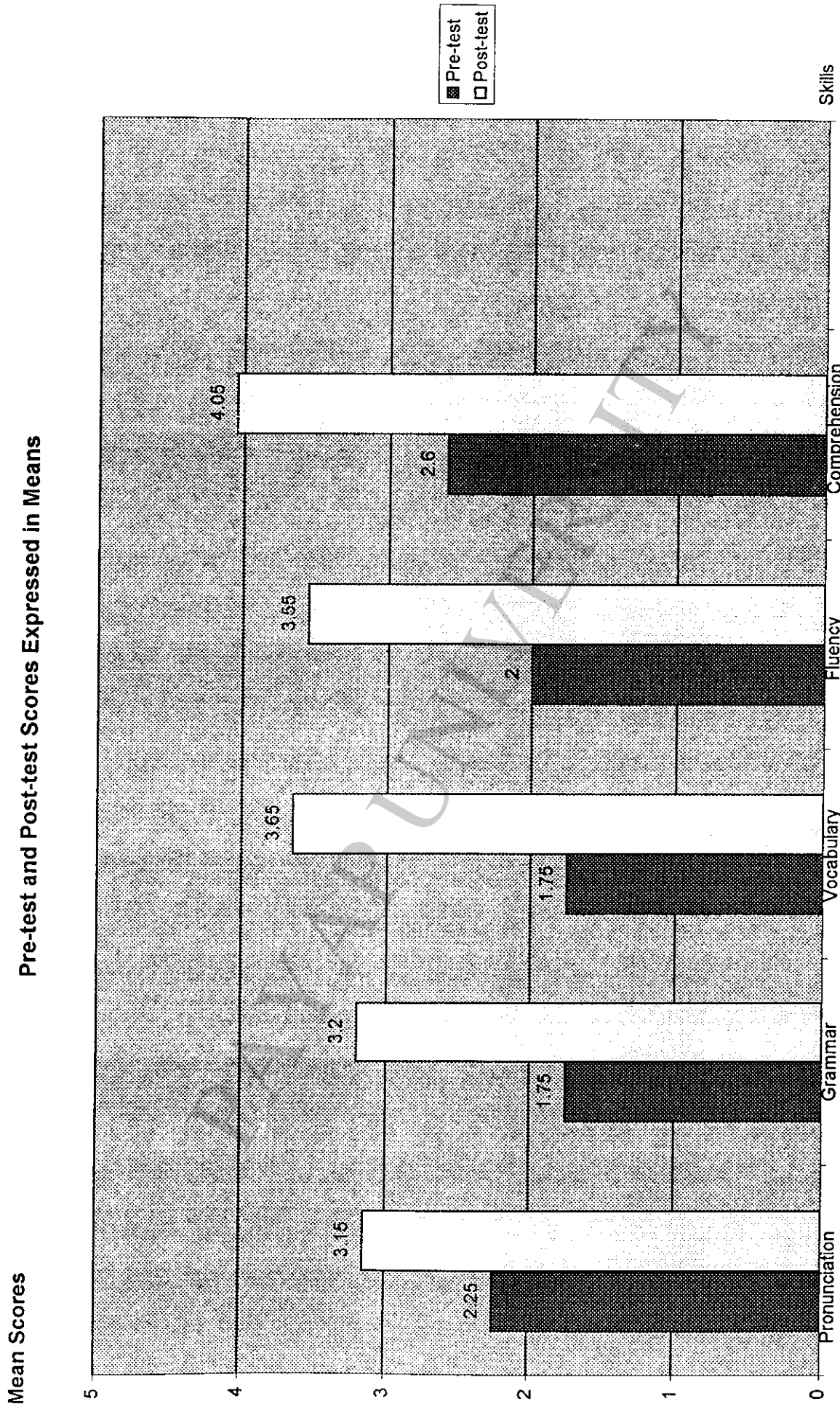
**Grammar:** The students have improved more than in pronunciation even though they found it difficult. They have learned grammar from their former schools and this is not a new matter for them. Yet, the course emphasized communicational grammar.

**Vocabulary:** The students have improved their vocabulary a great deal as the researcher expected. Vocabulary has been accepted in language learning theory as the simplest part of the five areas assessed. Whether the students can improve quickly depends on their self esteem and the input from the course itself.

**Fluency** is the aspect that the researcher considers as the main signal of the success in teaching oral skills. It is expected that the participants would develop their speaking toward greater fluency. The chart shows that they have improved to some degree. However, it takes time and efforts to practice and improve to a higher level. The participants of this study enjoyed practicing by chatting with the native speakers of English (Australians) who live at the church.

**Comprehension:** The chart shows that it is the area of greatest improvement for the participants.

Pre-test and Post-test Scores Expressed in Means



Skills

## Analysis of Students' Experiences in English

### Classes with English Teachers

#### *Experiences in English classes*

Regarding **question 1 on the students' participation in the classes**, the results show that: with the teacher who is conducting this study (Tx), 55% of the students always participated in the class while 10% frequently participated and 30% sometimes participated. However, one subject (5%) indicated that he/she never participated in the class. With the most recent previous teacher (T2), only 5% of the students said that they always participated while 10% said that they frequently participated while 25% mentioned that they sometimes participated, 50% seldom participated and 10% never said that they never participated in the class. With the former teacher, before the most recent one (T1), 5% of the students always participated in the class, 15% of the students frequently participated, 25% sometimes participated, 50% seldom participated, and 5% never participated in the class. As has been seen, the students participated in Tx's class the most whereas the majority of them only seldom participated in T2 and T1's classes.

The results of **question 2 on students' understanding of what was being taught in the class** show that: with Tx, 45% of the students always understood while 20% frequently understood, 25% sometimes understood, two subjects (10%) said that they seldom understood, and none of them (0%) never understood; with T2, none of the students (0%) always understood while only 2 (10%) of them said that they frequently understood, 20% mentioned that they sometimes understood, 60% only seldom understood, and 10% of them never understood; with T1, 10% of the students always understood, also 10% of them frequently understood, 10% sometimes understood while 12 subjects (60%) said that they seldom understood, and 10% never understood. The results clearly show that the students



understood the most in Tx's class since 45% said that they always understood while the majority of them seldom understood in T2 and T1's classes since both of them were rated as such by 60%.

Regarding **question 3 on whether the students have had any chances to apply their knowledge from the English classes in real life by reading newspaper, watching English movies, listening to English news broadcast or listening to English music**, the results for **reading the English newspaper** show that: with Tx, 15% of the students said that they always read the English newspaper while 10% said that they frequently read, 25% read sometimes, another 25% seldom read, and also another 25% said that they never read the English newspaper; with T2, none of the students read English newspaper regularly, 10% said they frequently read, 25% seldom read while 65% never read the English newspaper; with T1, one of the students read the English newspaper regularly, only one subject (5%) read frequently, 35% seldom read while 60% said they never read the English newspaper. The results on **watching English movies** show that: with Tx, 15% of the students always watched English movies, 30% frequently watched, 35% sometimes watched, and 20% said they only seldom watched the English movies; with T2, none of the students always watched, only one student (5%) frequently watched, 10% seldom watched while 45% never watched English movies; with T1, only one student (5%) always watched English movies, also one student (5%) sometimes watched while 30% seldom watched, and 60% never watched English movies. Regarding **listening to English news broadcast**: with Tx, 5% of the students said he/she has a chance to always listen to English news broadcast while 10% frequently listened, 40% sometimes listened, 15% seldom listened, and 30% never listened to English news broadcast; with T2, none of the students always listened while 5% frequently listened, 50% seldom listened and 45% never listened to English news broadcast;

with T1, 5% of the students always listened while also 5% sometimes listened, 20% seldom listened, and 70% said that they never listened to English news broadcast. Regarding **listening to English music**: with Tx, 50% of the students said that they always listened to English music while one subject or 5% said he/she frequently listened, 20% sometimes listened, 10% seldom listened, and 15% never listened to English music; with T2, only one subject or 5% always listened to English music while 20% sometimes listened, 35% seldom listened, and 40% never listened to English music; with T1, none of the students have a chance to listen to English music regularly while 15% frequently listened, only one student sometimes listened, 35% of them seldom listened, and 45% never listened to English music. As can be seen from the data, the students did not have many chances to apply their knowledge learned from the English class in authentic situations where English communication takes place. However, at COC the students have the opportunity to meet with English native speakers and speakers of other languages than Thai. They therefore have more opportunities to communicate with those people than to use their knowledge from the English class in other areas – reading English newspaper, watching English movies, listening to English music, or listening to English news broadcast.

Regarding **question 4, whether the students paid attention in class**, the data indicated that the majority of the students (40%) always paid attention in Tx's class. On the other hand, none of them (0%) always participated in T2's class and only 2 (10%) of the students always participated in T1's class. Furthermore, the majority of students (40%) in T2's class only sometimes participated, and the majority (35%) in T1's class only seldom participated.

The results of **question 5, whether the students learned in the class**, indicate that: with Tx, 40% of the students always learned in the class and none of them said that they never learned. On the other hand, with T2, only 2 (10%) of the students always learned while the

majority, 8 (40%) students never learned, and another large number, 8 (40%) of them only seldom learned in the class. With T1, the data shows that only 2 (10%) students always learned while the majority, 11 (55%) students only seldom learned.

Regarding **question 6, whether the students would come to class well prepared**, the data indicates that: with Tx, 30% of the students always came to class well prepared, another 30% frequently prepared while only 1 (5%) student never came to class well prepared; with T2, none of the students (0%) came to class well prepared, only 1 (5%) student frequently prepared while the majority of them, 9 (45%) seldom came to class well prepared, and 3 (15%) students never prepare before coming to class; with T1, none of the students (0%) always or frequently came to class well prepared, but 9 (45%) of them never prepare when coming to class.

Regarding **question 7, whether the students skip the class**, the data indicates that: with Tx, none of the students (0%) always or frequently skipped the class while 8 (40%) of them sometimes did, but 9 (45%) of them never skipped the class; with T2, only 1 (5%) student always skipped the class while a large number shows that 8 (40%) of them frequently skipped, but 3(15%) students never skipped the class; with T1, only 1(5%) of the students always skipped the class while 3 (15%) of them frequently skipped, but 7 (35%) of them sometimes skipped, and 2 (10%) never did. As has been shown, the students came to Tx's class more frequently or regularly than in T2 and T1's class.

With regards to **question 8, whether the students got bored in class**, the results show that: none of the students was always or frequently bored in Tx's class, but 65% of them never got bored. On the other hand, in T2's class, 25% of the students always got bored while the other 50% frequently got bored, but none of them never got bored. With T1, the data shows similar number to T2, 25% of the students always got bored while 55%

frequently got bored, and only one student (5%) never got bored in the class. It could be said that the students enjoyed learning with Tx while the majority of them said that they got bored with their former teachers.

### *Experiences with English Teachers*

The students' experiences with the English teachers show that: with Tx, 70% found that the teacher was encouraging while with T2 merely 25% did and only 15% with T1. As the assumption of the study is that the teacher's role in Thailand is as director, the teacher and students are considered to be as in different levels, it is difficult for them to be friends. The result shows that with Tx, 90% of the students found that the teacher was like their friend while only one student or 5% found that so with T2 and T1. On the other hand, 75% of the students with T2 and 60% of the students with T1 said that the teachers were never like their friends. Furthermore, many students experienced corporal punishment with their former teachers, while none of them experienced such with the teacher who is conducting this study (Tx). With T2, 25% of the students said that they were frequently hit on their hands by their teachers while 20% frequently experienced the same thing with their T1s. Regretfully, 45% of the students felt that their teachers (T2) looked down on them. The same result shows that 65% of the students indicated that their T2s always made them feel afraid while 40% experienced the same with their T1 (see further details in table 7, p. 61).

Table 4: Students' Experiences with a Teacher (Tx) in English Class

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
A. What were your experiences in your English classes?										
1. I participated in the class.	11	55%	2	10%	6	30%	0	0%	1	5%
2. I understood what was being taught in class.	9	45%	4	20%	5	25%	2	10%	0	0%
3. I applied the knowledge from the English class by:										
3.1 Reading English newspaper	3	15%	2	10%	5	25%	5	25%	5	25%
3.2 Watching English movies	3	15%	6	30%	7	35%	4	20%	0	0%
3.3 Listening to English news broadcast	1	5%	2	10%	8	40%	3	15%	6	30%
3.4 Listening to English music	10	50%	1	5%	4	20%	2	10%	3	15%
4. I paid attention in class.	8	40%	5	25%	5	25%	1	5%	1	5%
5. I learned in my class.	8	40%	3	15%	7	35%	2	10%	0	0%
6. I would come to class well prepared.	6	30%	6	30%	5	25%	2	10%	1	5%
7. I skipped the class.	0	0%	0	0%	8	40%	3	15%	9	45%
8. I got bored in class.	0	0%	0	0%	5	25%	2	10%	13	65%
B. What were your experiences with the English teacher?										
1. The teacher encouraged me in learning the language.	14	70%	5	25%	0	0%	1	5%	0	0%
2. The teacher helped me when I had a problem.	16	80%	2	10%	2	10%	0	0%	0	0%
3. The teacher listened to me when I gave opinions.	16	80%	2	10%	2	10%	0	0%	0	0%
4. The teacher did not ignore me when I had questions.	16	80%	4	20%	0	0%	0	0%	0	0%
5. The teacher was like my friend.	18	90%	1	5%	1	5%	0	0%	0	0%
6. The teacher hit me on the hand	0	0%	0	0%	0	0%	0	0%	20	100%
7. The teacher hit me on the head.	0	0%	0	0%	0	0%	0	0%	20	100%
8. The teacher threw a chalkboard eraser at me.	0	0%	0	0%	0	0%	0	0%	20	100%
9. The teacher pinched me.	0	0%	0	0%	0	0%	0	0%	20	100%
10. The teacher scolded me.	0	0%	0	0%	0	0%	0	0%	20	100%
11. The teacher looked down on me.	0	0%	0	0%	0	0%	0	0%	20	100%
12. The teacher made me feel afraid of her/him.	0	0%	0	0%	0	0%	0	0%	20	100%

Legend:

5 = Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Never

N = 20

F = Frequency

P = Percentage

Tx = The teacher who is conducting this study.

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Table 5: Students' Experiences with a Teacher (T2) in English Class

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
A. What were your experiences in your English classes?										
1. I participated in the class.	1	5%	2	10%	5	25%	10	50%	2	10%
2. I understood what was being taught in class.	0	0%	2	10%	4	20%	12	60%	2	10%
3. I applied the knowledge from the English class by:										
3.1 Reading English newspaper	0	0%	2	10%	0	0%	5	25%	13	65%
3.2 Watching English movies	1	5%	0	0%	0	0%	5	25%	14	70%
3.3 Listening to English news broadcast	0	0%	1	5%	0	0%	10	50%	9	45%
3.4 Listening to English music	1	5%	0	0%	4	20%	7	35%	8	40%
4. I paid attention in class.	0	0%	4	20%	8	40%	5	25%	3	15%
5. I learned in my class.	2	10%	3	15%	4	20%	8	40%	8	40%
6. I would come to class well prepared.	0	0%	1	5%	2	10%	9	45%	3	15%
7. I skipped the class.	1	5%	8	40%	5	25%	3	15%	3	15%
8. I got bored in class.	5	25%	10	50%	3	15%	2	10%	0	0%
B. What were your experiences with the English teacher?										
1. The teacher encouraged me in learning the language.	5	25%	0	0%	1	5%	6	30%	8	40%
2. The teacher helped me when I had a problem.	2	10%	2	10%	2	10%	5	25%	9	45%
3. The teacher listened to me when I gave opinions.	3	15%	1	5%	2	10%	7	35%	7	35%
4. The teacher did not ignore me when I had questions.	2	10%	1	5%	5	25%	8	40%	4	20%
5. The teacher was like my friend.	1	5%	1	5%	2	10%	1	5%	15	75%
6. The teacher hit me on the hand	0	0%	5	25%	3	15%	7	35%	5	25%
7. The teacher hit me on the head.	0	0%	1	5%	3	15%	4	20%	12	60%
8. The teacher threw a chalkboard eraser at me.	0	0%	0	0%	4	20%	5	25%	11	55%
9. The teacher pinched me.	1	5%	3	15%	5	25%	4	20%	7	35%
10. The teacher scolded me.	6	30%	6	30%	4	20%	2	10%	2	10%
11. The teacher looked down on me.	9	45%	4	20%	0	0%	3	15%	4	20%
12. The teacher made me feel afraid of her/him.	13	65%	0	0%	1	5%	0	0%	6	30%

Legend:

5 = Always

N = 20

4 = Frequently

F = Frequency

3 = Sometimes

P = Percentage

2 = Seldom

T2 = The most recent previous teacher

1 = Never

Table 6: Students' Experiences with a Teacher (T1) in English Class

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
A. What were your experiences in your English classes?										
1. I participated in the class.	1	5%	3	15%	5	25%	10	50%	1	5%
2. I understood what was being taught in class.	2	10%	2	10%	2	10%	12	60%	2	10%
3. I applied the knowledge from the English class by:										
3.1 Reading English newspaper	0	0%	1	5%	0	0%	7	35%	12	60%
3.2 Watching English movies	1	5%	0	0%	1	5%	6	30%	12	60%
3.3 Listening to English news broadcast	1	5%	0	0%	1	5%	4	20%	14	70%
3.4 Listening to English music	0	0%	3	15%	1	5%	7	35%	9	45%
4. I paid attention in class.	2	10%	2	10%	6	30%	7	35%	3	15%
5. I learned in my class.	2	10%	2	10%	3	15%	11	55%	2	10%
6. I would come to class well prepared.	0	0%	0	0%	5	25%	6	30%	9	45%
7. I skipped the class.	1	5%	3	15%	7	35%	7	35%	2	10%
8. I got bored in class.	5	25%	11	55%	3	15%	0	0%	1	5%
B. What were your experiences with the English teacher?										
1. The teacher encouraged me in learning the language.	3	15%	3	15%	0	0%	13	65%	1	5%
2. The teacher helped me when I had a problem.	3	15%	2	10%	4	20%	9	45%	2	10%
3. The teacher listened to me when I gave opinions.	3	15%	0	0%	5	25%	10	50%	2	10%
4. The teacher did not ignore me when I had questions.	3	15%	2	10%	3	15%	7	35%	5	25%
5. The teacher was like my friend.	1	5%	2	10%	1	5%	3	15%	13	65%
6. The teacher hit me on the hand	1	5%	4	20%	4	20%	4	20%	7	35%
7. The teacher hit me on the head.	0	0%	1	5%	3	15%	5	25%	4	20%
8. The teacher threw a chalkboard eraser at me.	0	0%	0	0%	2	10%	4	20%	14	70%
9. The teacher pinched me.	0	0%	0	0%	3	15%	7	35%	10	50%
10. The teacher scolded me.	3	15%	4	20%	3	15%	2	10%	8	40%
11. The teacher looked down on me.	4	20%	4	20%	4	20%	2	10%	6	30%
12. The teacher made me feel afraid of her/him.	8	40%	6	30%	1	5%	0	0%	5	25%

Legend:

5 = Always

N = 20

4 = Frequently

F = Frequency

3 = Sometimes

P = Percentage

2 = Seldom

T1 = The previous teacher before the most recent one.

1 = Never

Table 7: Students' Experiences with Teachers (Tx, Tz, T1) in English Classes.

	Tx					Tz					T1																									
	F	P	4(F)	3(F)	P	1(F)	P	2(F)	3(F)	P	4(F)	P	5(F)	P	1(F)	P	2(F)	3(F)	4(F)	P	5(F)	P	1(F)	P												
A. What were your experiences in your English class?																																				
1. I participated in the class.	11	55%	2	10%	6	30%	0	0%	1	5%	1	5%	2	10%	5	25%	10	50%	2	10%	2	10%	1	5%	3	15%	5	25%	10	50%	1	5%				
2. I understood what was being taught in class.	9	45%	4	20%	5	25%	2	10%	0	0%	0	0%	2	10%	4	20%	12	60%	2	10%	2	10%	2	10%	2	10%	2	10%	12	60%	2	10%				
3. I applied the knowledge from the English class by:																																				
3.1 Reading English newspaper	3	15%	2	10%	5	25%	5	25%	5	25%	5	25%	0	0%	0	0%	2	10%	0	0%	5	25%	13	65%	0	0%	1	5%	0	0%	7	35%	12	60%		
3.2 Watching English movies	3	15%	6	30%	7	35%	4	20%	0	0%	1	5%	0	0%	0	0%	5	25%	14	70%	1	5%	0	0%	1	5%	0	0%	1	5%	6	30%	12	60%		
3.3 Listening to English news broadcast	1	5%	2	10%	8	40%	3	15%	6	30%	0	0%	1	5%	0	0%	10	50%	9	45%	1	5%	0	0%	1	5%	0	0%	4	20%	14	70%				
3.4 Listening to English music	10	50%	1	5%	4	20%	2	10%	3	15%	1	5%	0	0%	4	20%	7	35%	4	20%	0	0%	3	15%	0	0%	3	15%	1	5%	7	35%	9	45%		
4. I paid attention in class.	8	40%	5	25%	5	25%	1	5%	1	5%	1	5%	3	15%	8	40%	5	25%	3	15%	2	10%	2	10%	2	10%	6	30%	7	35%	3	15%				
5. I learned in my class.	8	40%	3	15%	7	35%	2	10%	0	0%	2	10%	3	15%	4	20%	8	40%	8	40%	2	10%	2	10%	3	15%	11	55%	2	10%						
6. I would come to class well prepared.	6	30%	6	30%	5	25%	2	10%	1	5%	0	0%	1	5%	2	10%	9	45%	3	15%	0	0%	0	0%	5	25%	6	30%	9	45%						
7. I skipped the class.	0	0%	0	0%	8	40%	3	15%	9	45%	1	5%	8	40%	5	25%	3	15%	3	15%	1	5%	3	15%	1	5%	3	15%	7	35%	7	35%	2	10%		
8. I got bored in class.	0	0%	0	0%	5	25%	2	10%	13	65%	5	25%	10	50%	3	15%	2	10%	0	0%	5	25%	11	55%	3	15%	0	0%	1	5%						
B. What were your experiences with the English teacher?																																				
1. The teacher encouraged me in learning the language.	14	70%	5	25%	0	0%	1	5%	0	0%	5	25%	0	0%	1	5%	6	30%	8	40%	3	15%	3	15%	0	0%	13	65%	1	5%						
2. The teacher helped me when I had a problem.	16	80%	2	10%	2	10%	0	0%	0	0%	2	10%	2	10%	2	10%	5	25%	9	45%	3	15%	2	10%	4	20%	9	45%	2	10%						
3. The teacher listened to me when I gave opinions.	16	80%	2	10%	2	10%	0	0%	0	0%	3	15%	1	5%	2	10%	7	35%	7	35%	3	15%	0	0%	5	25%	10	50%	2	10%						
4. The teacher did not ignore me when I had questions.	16	80%	4	20%	0	0%	0	0%	0	0%	2	10%	1	5%	5	25%	8	40%	4	20%	3	15%	2	10%	3	15%	7	35%	5	25%						
5. The teacher was like my friend.	18	90%	1	5%	1	5%	0	0%	0	0%	1	5%	1	5%	2	10%	1	5%	15	75%	1	5%	2	10%	1	5%	3	15%	13	65%						
6. The teacher hit me on the hand.	0	0%	0	0%	0	0%	0	0%	20	100%	0	0%	5	25%	3	15%	7	35%	5	25%	1	5%	4	20%	4	20%	4	20%	7	35%						
7. The teacher hit me on the head.	0	0%	0	0%	0	0%	0	0%	20	100%	0	0%	1	5%	3	15%	4	20%	12	60%	0	0%	1	5%	3	15%	5	25%	4	20%						
8. The teacher threw a chalkboard eraser at me.	0	0%	0	0%	0	0%	0	0%	20	100%	0	0%	0	0%	4	20%	5	25%	11	55%	0	0%	0	0%	2	10%	4	20%	14	70%						
9. The teacher pinched me.	0	0%	0	0%	0	0%	0	0%	20	100%	1	5%	3	15%	5	25%	4	20%	7	35%	0	0%	0	0%	3	15%	7	35%	10	50%						
10. The teacher scolded me.	0	0%	0	0%	0	0%	0	0%	20	100%	6	30%	6	30%	4	20%	2	10%	2	10%	3	15%	4	20%	3	15%	2	10%	8	40%						
11. The teacher looked down on me.	0	0%	0	0%	0	0%	0	0%	20	100%	10	50%	4	20%	0	0%	3	15%	3	15%	4	20%	4	20%	4	20%	2	10%	6	30%						
12. The teacher made me feel afraid of her/him.	0	0%	0	0%	0	0%	0	0%	20	100%	13	65%	0	0%	1	5%	0	0%	6	30%	8	40%	6	30%	1	5%	0	0%	5	25%						

Legend:

5 = Always

4 = Frequently

3 = Sometimes

2 = Seldom

1 = Never

Tx = The teacher who is conducting this study

T1 = The most recent previous teacher

T2 = The previous teacher before the most recent one



### **Analysis of Students' Attitudes toward English Teachers, toward English Classes, and toward the English Language**

This section reports the results of the students' attitudes toward: (1) English teacher; (2) English classes; and (3) English language (see details in Table 11, p. 72).

#### *The students' attitudes toward the English teachers*

With regards to **question 1, the teacher's fairness**: with Tx, 15 students (75%) thought that the teacher was very fair while 4 of them (20%) found the teacher was rather fair, and only one student (5%) said that the teacher was somewhat fair; with T2, 3 students (15%) found that the teacher was very fair while 7 (35%) of them thought that the teacher was rather fair, 6 students (30%) said that the teacher was somewhat fair, 3 (15%) of them thought the teacher was a little fair, and one student (5%) found the teacher was not fair at all; with T1, only one student (5%) found the teacher was very fair while 5 (25%) of them thought that the teacher was rather fair, another 5 (25%) students thought the teacher was somewhat fair, 6 (30%) of them said that the teacher was a little fair, and one of them (5%) found that the teacher was not fair at all. The data indicate that Tx is perceived by the students to be the fairest teacher among their 3 teachers being considered.

For **question 2, the teachers' friendliness**: with Tx, 15 (75%) found that the teacher was very friendly while 5 (25%) students thought she was rather friendly, none of them thought that she was not friendly; with T2, 4 students (20%) found the teacher very friendly while 6 (30%) of them thought that the teacher was rather friendly, 5 (25%) students said that the teacher somewhat friendly, 2 (10%) of them thought the teacher a little friendly, and 3 (15%) students found the teacher not friendly at all; with T1, 2 (10%) of the students thought the teacher friendly while 6 (30%) of them found the teacher was rather friendly, 5

(25%) of them said the teacher somewhat friendly, 6 (30%) said that the teacher a little friendly and only one student (5%) found the teacher not friendly at all. The data indicate that Tx is the most friendly among the three teachers that the students rated.

Regarding **question 3, the teachers' patience**: with Tx, 13 (65%) students found the teacher very patient while 6 (30%) of them thought she rather patient, and only one (5%) of them said the teacher somewhat patient; with T2, 2 (10%) of the students thought the teacher was patient, 3 (15%) of them found the teacher was rather patient, 8 (40%) students said that the teacher was somewhat patient while 5 (25%) of them found the teacher was a little patient, and 2 (10%) students thought the teacher was not patient at all; with T1, 4 (20%) students thought the teacher was very patient while 5 (25%) of them found the teacher was rather patient, 2 (10%) students said that the teacher was somewhat patient, 7 (35%) of them thought the teacher was a little patient, and 2 (10%) students found the teacher was not patient at all. The students rated the highest score for Tx as very patient teacher.

The answer to **question 4, whether the students find the teacher helpful**: with Tx, 14 (70%) students found the teacher was helpful while 3 (15%) of them thought she was rather helpful, 3 (15%) students said that she was somewhat helpful, none of them thought she was not helpful; with T2, 2 (10%) students thought the teacher was very helpful while 7 (35%) of them found the teacher was rather helpful, 5 (25%) students said that the teacher was somewhat helpful, 4 (20%) students thought that the teacher was a little helpful, and 2 (10%) of them found the teacher was not at all helpful; with T1, only one student (5%) found that the teacher was very helpful while 6 (30%) of them thought that the teacher was rather helpful, 3 (15%) students said that the teacher was somewhat helpful, 6 (30%) students thought that the teacher was a little helpful, and 4 (20%) said that the teacher was not helpful

at all. The students perceive that Tx is the most helpful teacher among the 3 teachers they rated.

Regarding **question 5, the teacher's consideration**: with Tx, 15 (75%) students found her very considerate while 3 (15%) thought she was rather considerate, only 2 (10%) students said that she was somewhat considerate; with T2, only 3 (15%) students found the teacher was considerate while 2 (10%) thought the teacher was rather considerate, 6 (30%) students said the teacher was somewhat considerate, 4 (20%) students thought the teacher was a little considerate, and 5 (25%) found the teacher not considerate at all; with T1, none of the students found the teacher very considerate while 6 (30%) of them thought the teacher was rather considerate, 5 (25%) student said that the teacher was somewhat considerate, 4 (20%) of them found the teacher was a little considerate, and the rest of the students (25%) said that the teacher was not considerate at all. The ratings for the other questions, Tx is considered as the most considerate teacher among the 3 teachers.

Regarding **question 6, whether the teacher was approachable**, the following scores given to each teacher indicate that: Tx was the most approachable since 70% of the students rated her "very approachable" while only 10% and 15% of the students rated T2s and T1s respectively, with "very approachable." On the other hand, none of the students indicated that Tx was "not approachable at all" while 15% and 35% said that T2s were "not approachable at all," respectively.

The results of **question 7, regarding how encouraging was the teacher** show that: Tx was always encouraging as indicated by 60% of the students while only 30% said so of their T2s, and 10% said so of their T1s. On the other hand, no one said that Tx was "not encouraging at all" whereas 15% and 25% said that their T2s and T1s were "not encouraging at all," respectively.

The responses to **question 8, regarding how the students found the teacher in supporting language learning** were: 70% of the students indicated that Tx is very supportive; while only 10% of them said that their respective T2s were also “very supportive,” and another 10% said that their respective T1s were also “very supportive.” On the other hand, no one said that Tx was “not supportive at all.” We could therefore see that the students perceived Tx as a very supportive teacher.

The responses to **question 9, regarding how the teacher projected pleasing personality** show that: Tx was rated by 70% of the students with “very much” while only 25% and 15% of the students rated the same quality on their T1s and T2s. Moreover, none of the students rated Tx with “not projected a pleasing personality at all” while 10% and 15% of them rated the same quality for their T2s and T1s.

Regarding **question 10, whether the teacher has positive attitude**, the data indicate that: Tx has very positive attitude because 65% of the students rated her as “very positive” whereas only 10% and 5% of them rated their T2s and T1s in the same areas, respectively. Furthermore, none of the students said that Tx “does not have positive attitude at all” while 15% and 10% of them said so for their T2s and T1s respectively.

The responses to **question 11, regarding whether the teacher was a good role model**, show that: 60% of the students said that Tx was “very good role model” while 15% and 10% of them said so regarding their T2s and T1s, respectively. The percentage also supports that Tx was a good role model because none of the students rated her as “not a good role model at all” but 5% and 10% of them respectively said so of their T2s and T1s.

Regarding **question 12, whether the teacher was open minded**, the data indicate that: 70% of the students said that Tx was “very open minded” and none of them said that she “is not open minded at all.” On the other hand, only 15% and 5%, said that their T2s and T1s

were “very open minded,” respectively, and 10% of each said that they “were not open minded at all.”

Regarding **question 13, on whether the teachers are caring**, the results show that: Tx was perceived to be “very caring” by 55% of the students while only 10% said so of T2 and T1 respectively. On the other hand, no one said that Tx was “not at all caring” while, 20% said that their respective T2s were “not at all” caring”, and 10% said that their respective T1s were “not at all caring.”

The results for **question 14, whether the teachers praised the students when they performed well**, the scores indicate that: Tx was rated with “very” by 70% of the students while 25% rated their T2s, and 20% rated their T1s with “very.” On the other hand, no one said that Tx only praised “a little” nor “not at all” but 15% and another 10% said that their T2s and T1s, respectively praised only “ a little” or in some cases, their T2s and T1s never praised them.

#### *The Students' Attitudes toward the English Classes*

The responses to **question 1 how the students enjoyed the classes** show that: 55% of the students enjoyed their class “very much” with Tx, while 15% said so of their T2s, and 10% said so of their T1s. On the other hand, no one said that he/she “did not enjoy the class” with Tx while 20% said they did not enjoy the class with their T2s, and 35% said they did not enjoy the class at all with their T1s.

Regarding **question 2 on whether the students liked the classes**, the results show that: 60% of the students liked the class with Tx “very much” and none of them said they did not like the class at all. On the other hand, only 5% and 10% of the students, respectively, said

that they liked the classes with their T2s and T1s “very much,” and 10% and 30% of them said that they did not like the class at all with their T2s and T1s.

The results of **question 3 regarding whether the students felt comfortable in the classes**, the data indicate that: 50% of the students said that they were “very” comfortable in their class conducted by Tx and none of them said they were not at all comfortable. On the other hand, only 5% rated T2s and only 10% rated T1 as “very” comfortable in their classes, respectively. Moreover, 10% and 30% of the students, respectively said that they were not comfortable at all in their T2s and T1s’ classes.

Regarding **question 4, whether the classes made the students want to participate in the activities**, the responses were: 55% of the students said “very much” with Tx’s class while only 5% said so with T2, and 20% said so with T1. Moreover, none of them said they did not want to participate at all in Tx’ class while 20% said so with T2 and 40% of them said so with T1.

#### *The Students’ Attitudes toward the English Language*

Regarding **question 1, whether the students found English language interesting**, the responses show that: the students found Tx’s class “very” interesting, by rated 50% and none of them rated her class with “not at all” interesting. On the other hand, only 25% of them said that T2’s class was “very” interesting while only 15% said so regarding T1’s class; and 15% and 25% of the students said that the classes with T2s and T1s, respectively, were “not at all” interesting.

The responses to **question 2, whether the students found English fun to learn**, the data show that: 65% with Tx said “very” fun while only 20% said so with T2, and 15% said so

with T1. Furthermore, none of the students said that English is not fun at all with Tx while 15% and 40% said so with their T2s and T1s, respectively.

Regarding **question 3, whether English is easy to learn**, with Tx, the majority of the students (40%) said that it is “somewhat”, but none of them said it is “not at all” easy. With T2, 30% of the students said that English is “somewhat” easy and another 30% said that it is “not at all” easy. On the other hand, with T1, the majority of the students which is 50% said that English is not at all easy.

Regarding **question 4, whether the students felt that they have the ability to learn English**, the results show that: with Tx, 40% of the students said “very much” and none of them said “not at all;” with T2, 10% of them said “very much” and 30% said “not at all;” and with T1, only 10% of the students felt that they were very confident that they have the ability to learn English, while a large number, shows 50% of them, said “not at all.”

The responses to **question 5, whether the students would use English in real life**, the data indicate that: with Tx, 70% of the students said that they would use English in real life “very much” while 30% said so from T2’s class and, only 5% said so with T1’s class. Whereas, none of them with Tx, 10 % with T2, and 30% with T1 realized that they will not use English in real life at all, respectively.

**Table 8: Students' Attitudes toward English Teachers, toward English Classes and toward the English language (Tx).**

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
<b>A. How did you find this English teacher?</b>										
1. The teacher was fair.	15	75%	4	20%	1	5%	0	0%	0	0%
2. The teacher was friendly.	15	75%	5	25%	0	0%	0	0%	0	0%
3. The teacher was patient.	13	65%	6	30%	1	5%	0	0%	0	0%
4. The teacher was helpful.	14	70%	3	15%	3	15%	0	0%	0	0%
5. The teacher was considerate.	15	75%	3	15%	2	10%	0	0%	0	0%
6. The teacher was approachable.	14	70%	4	20%	2	10%	0	0%	0	0%
7. The teacher was encouraging.	12	60%	8	40%	0	0%	0	0%	0	0%
8. The teacher supported language learning.	14	70%	4	20%	2	10%	0	0%	0	0%
9. The teacher projected a pleasing personality.	14	70%	6	30%	0	0%	0	0%	0	0%
10. The teacher has positive attitudes.	13	65%	6	30%	1	5%	0	0%	0	0%
11. The teacher was a good role model.	12	60%	8	40%	0	0%	0	0%	0	0%
12. The teacher was open minded.	14	70%	4	20%	2	10%	0	0%	0	0%
13. The teacher was caring.	11	55%	9	45%	0	0%	0	0%	0	0%
14. The teacher praised students for good performance.	14	70%	6	30%	0	0%	0	0%	0	0%
<b>B. How did you find the English class?</b>										
1. I enjoyed the class.	11	55%	9	45%	0	0%	0	0%	0	0%
2. I liked the class.	12	60%	8	40%	0	0%	0	0%	0	0%
3. I was comfortable in the class.	10	50%	7	35%	3	15%	0	0%	0	0%
4. The class made me want to take part in the activities.	11	55%	5	25%	4	20%	0	0%	0	0%
<b>C. How did you find the English language at that time?</b>										
1. I found it interesting.	10	50%	9	45%	1	5%	0	0%	0	0%
2. I found it fun to learn.	13	65%	4	20%	2	10%	1	5%	0	0%
3. I found it easy to learn.	5	25%	6	30%	8	40%	1	5%	0	0%
4. I felt I have the ability to learn English.	8	40%	6	30%	5	25%	1	5%	0	0%
5. I realized I would use English in real-life	14	70%	2	10%	2	10%	2	10%	0	0%

Legend:

5 = Very/ Very much

N = 20

4 = Rather

F = Frequency

3 = Somewhat

P = Percentage

2 = A little

Tx = The teacher who is conducting this study

1 = Not at all



**Table 9: Students' Attitudes toward English Teachers, toward English Classes and toward English Language (T2).**

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
<b>A. How did you find this English teacher?</b>										
1. The teacher was fair.	3	15%	7	35%	6	30%	3	15%	1	5%
2. The teacher was friendly.	4	20%	6	30%	5	25%	2	10%	3	15%
3. The teacher was patient.	2	10%	3	15%	8	40%	5	25%	2	10%
4. The teacher was helpful.	2	10%	7	35%	5	25%	4	20%	2	10%
5. The teacher was considerate.	3	15%	2	10%	6	30%	4	20%	5	25%
6. The teacher was approachable.	2	10%	9	45%	4	20%	2	10%	3	15%
7. The teacher was encouraging.	6	30%	2	10%	3	15%	6	30%	3	15%
8. The teacher supported language learning.	2	10%	6	30%	7	35%	5	25%	0	0%
9. The teacher projected a pleasing personality.	5	25%	5	25%	7	35%	1	5%	2	10%
10. The teacher has positive attitudes.	2	10%	7	35%	7	35%	1	5%	3	15%
11. The teacher was a good role model.	3	15%	4	20%	6	30%	6	30%	1	5%
12. The teacher was open minded.	3	15%	4	20%	5	25%	6	30%	2	10%
13. The teacher was caring.	2	10%	6	30%	3	15%	5	25%	4	20%
14. The teacher praised students for good performance.	5	25%	5	25%	3	15%	4	20%	3	15%
<b>B. How did you find the English class?</b>										
1. I enjoyed the class.	3	15%	6	30%	1	5%	6	30%	4	20%
2. I liked the class.	1	5%	8	40%	3	15%	6	30%	2	10%
3. I was comfortable in the class.	1	5%	4	20%	7	35%	6	30%	2	10%
4. The class made me want to take part in the activities.	1	5%	4	20%	7	35%	4	20%	4	20%
<b>C. How did you find the English language at that time?</b>										
1. I found it interesting.	5	25%	5	25%	5	25%	2	10%	3	15%
2. I found it fun to learn.	4	20%	3	15%	4	20%	6	30%	3	15%
3. I found it easy to learn.	2	10%	4	20%	6	30%	2	10%	6	30%
4. I felt I have the ability to learn English.	2	10%	4	20%	6	30%	7	35%	1	5%
5. I realized I would use English in real-life	3	15%	6	30%	3	15%	6	30%	2	10%

Legend:

5 = Very/ Very much

N = 20

4 = Rather

F = Frequency

3 = Somewhat

P = Percentage

2 = A little

T2 = The most recent previous teacher

1 = Not at all

**Table 10: Students' Attitudes toward English Teachers, toward English Classes and toward English Language (T1).**

	F	P	F	P	F	P	F	P	F	P
	5		4		3		2		1	
<b>A. How did you find this English teacher?</b>										
1. The teacher was fair.	1	5%	5	25%	5	25%	6	30%	3	15%
2. The teacher was friendly.	2	10%	6	30%	5	25%	6	30%	1	5%
3. The teacher was patient.	4	20%	5	25%	2	10%	7	35%	2	10%
4. The teacher was helpful.	1	5%	6	30%	3	15%	6	30%	4	20%
5. The teacher was considerate.	0	0%	6	30%	5	25%	4	20%	5	25%
6. The teacher was approachable.	3	15%	4	20%	4	20%	2	10%	7	35%
7. The teacher was encouraging.	2	10%	6	30%	4	20%	3	15%	5	25%
8. The teacher supported language learning.	2	10%	2	10%	6	30%	6	30%	4	20%
9. The teacher projected a pleasing personality.	3	15%	7	35%	2	10%	5	25%	3	15%
10. The teacher has positive attitudes.	1	5%	8	40%	4	20%	5	25%	2	10%
11. The teacher was a good role model.	2	10%	5	25%	3	15%	8	40%	2	10%
12. The teacher was open minded.	1	5%	7	35%	4	20%	6	30%	2	10%
13. The teacher was caring.	2	10%	6	30%	5	25%	5	25%	2	10%
14. The teacher praised students for good performance.	4	20%	5	25%	2	10%	7	35%	2	10%
<b>B. How did you find the English class?</b>										
1. I enjoyed the class.	2	10%	3	15%	5	25%	3	15%	7	35%
2. I liked the class.	2	10%	2	10%	7	35%	3	15%	6	30%
3. I was comfortable in the class.	2	10%	4	20%	2	10%	6	30%	6	30%
4. The class made me want to take part in the activities.	4	20%	0	0%	2	10%	6	30%	8	40%
<b>C. How did you find the English language at that time?</b>										
1. I found it interesting.	3	15%	4	20%	2	10%	6	30%	5	25%
2. I found it fun to learn.	3	15%	2	10%	5	25%	2	10%	8	40%
3. I found it easy to learn.	2	10%	2	10%	3	15%	3	15%	10	50%
4. I felt I have the ability to learn English.	2	10%	0	0%	6	30%	6	30%	6	30%
5. I realized I would use English in real-life	1	5%	7	35%	2	10%	4	20%	6	30%

**Legend:**

5 = Very/ Very much

N = 20

4 = Rather

F = Frequency

3 = Somewhat

P = Percentage

2 = A little

T1 = The previous teacher before the most recent one.

1 = Not at all

Table 11: Students' Attitudes toward English Teachers, toward English Classes and toward the English language (Tx, Tz, T1)

	Tx					Tz					T1							
	3 (F)	P	4 (F)	P	5 (F)	P	3 (F)	P	4 (F)	P	5 (F)	P	3 (F)	P	4 (F)	P	5 (F)	P
A. How did you find this English teacher?																		
1. The teacher was fair	15	75%	4	20%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
2. The teacher was friendly	15	75%	5	25%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
3. The teacher was patient	13	65%	6	30%	1	5%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
4. The teacher was helpful	14	70%	3	15%	3	15%	2	10%	7	35%	5	25%	4	20%	7	35%	2	10%
5. The teacher was considerate	15	75%	3	15%	2	10%	0	0%	3	15%	2	10%	6	30%	4	20%	3	15%
6. The teacher was approachable	14	70%	4	20%	2	10%	0	0%	9	45%	4	20%	2	10%	3	15%	3	15%
7. The teacher was encouraging	12	60%	8	40%	0	0%	0	0%	3	15%	3	15%	6	30%	3	15%	2	10%
8. The teacher supported language learning	14	70%	4	20%	2	10%	0	0%	6	30%	7	35%	5	25%	0	0%	2	10%
9. The teacher projected a pleasing personality	14	70%	6	30%	0	0%	0	0%	5	25%	7	35%	1	5%	2	10%	3	15%
10. The teacher has positive attitudes	13	65%	6	30%	1	5%	0	0%	7	35%	7	35%	1	5%	3	15%	1	5%
11. The teacher was a good role model	12	60%	8	40%	0	0%	0	0%	3	15%	4	20%	6	30%	1	5%	2	10%
12. The teacher was open minded	14	70%	4	20%	2	10%	0	0%	3	15%	4	20%	5	25%	6	30%	2	10%
13. The teacher was caring	11	55%	9	45%	0	0%	0	0%	2	10%	6	30%	3	15%	5	25%	4	20%
14. The teacher praised students for good performance	14	70%	6	30%	0	0%	0	0%	5	25%	3	15%	4	20%	3	15%	4	20%
B. How did you find the English class?																		
1. I enjoyed the class	11	55%	9	45%	0	0%	0	0%	3	15%	6	30%	1	5%	6	30%	4	20%
2. I liked the class	12	60%	8	40%	0	0%	0	0%	1	5%	8	40%	3	15%	2	10%	2	10%
3. I was comfortable in the class	10	50%	7	35%	3	15%	0	0%	1	5%	4	20%	7	35%	6	30%	2	10%
4. The class made me want to take part in the activities	11	55%	5	25%	4	20%	0	0%	1	5%	4	20%	7	35%	4	20%	4	20%
C. How did you find the English language at that time?																		
1. I found it interesting	10	50%	9	45%	1	5%	0	0%	5	25%	5	25%	2	10%	3	15%	3	15%
2. I found it fun to learn	13	65%	4	20%	2	10%	0	0%	3	15%	4	20%	6	30%	3	15%	5	25%
3. I found it easy to learn	5	25%	6	30%	8	40%	1	5%	0	0%	2	10%	6	30%	2	10%	3	15%
4. I felt I have the ability to learn English	8	40%	6	30%	5	25%	1	5%	0	0%	2	10%	4	20%	7	35%	1	5%
5. I realized I would use English in real-life	14	70%	2	10%	2	10%	2	10%	6	30%	3	15%	6	30%	7	35%	2	10%

Legend:  
 5 = Very/ Very much  
 4 = Rather  
 3 = Somewhat  
 2 = A little  
 1 = Not at all

N = 20  
 F = Frequency  
 P = Percentage

Tx = The teacher who is conducting this study  
 Tz = The most recent previous teacher  
 T1 = The previous teacher before the most recent one

## **Analysis of Students' Opinions toward Grade and No-grade System**

The responses to the questions regarding grade and no-grade system show that four students did not like to be graded. Fourteen students liked to be graded and two students did not care about grades, but wanted to learn English for communication purposes. The students' responses are presented below:

### 1. Do you like to be graded? Why?

- The students who did not like to be graded gave some reasons: "It is tiring when preparing for the examinations, a bad result affects the GPA, then future career – hard to find a job," "Grade is not important because to be able to speak (English) is more important," "Getting good grade sometimes cannot be applied in real life," "It makes me feel that I do not have the ability," and "Getting low grade causes pressure."
- The students who liked to be graded mentioned that grades do the following: show how much we have learned, tell what level we are at, measure how well we did in the class, help to motivate to action when getting low grades, show that you have the ability or not, make you proud when getting a good grade, stimulate you to compete with other students, and give excitement.

### 2. Do you think grading affects your learning?

- Seven students mentioned that grading affects their learning and they gave the following comments: discourage, worry, depress and upset when getting low grades; hard to make friends; and low grades show that you did not pay attention.
- Thirteen students answered that grading does not affect their learning. They gave the following reasons: they feel encouraged when getting good grades because it

shows that they have the ability; grading helps them to know their proficiency level; they would try to study harder when they know they get low grades; and getting good grades shows that they pay attention in class.

3. Are you happy with the grading system at your former schools? Why?

- Six students were unhappy with their former schools' grading system because it caused too much pressure. Some of them said that they got good grades, but still cannot communicate in English.
- Twelve students were happy with their former school grading system because they thought the schools have good systems to measure students' abilities.
- Two students were sometimes happy with the grading system i.e. when the teachers made the grading fair to all students.

4. What grades did you get from the T1 and T2?

- With T1: 3 students failed , 9 students got D, 3 students got C, 2 students got B, and 3 students got A.
- With T2: 3 students failed, 5 students got D, 6 students got C, 4 students got B, and 2 students got A.
- (Note) Tx did not give any grades.

5. Do you have any suggestions for the grading system in Thailand?

- Grading is a good system for students to improve themselves.
- Should focus more on various activities than grading.
- All schools should use the same grading system.
- Should reduce the pass-fail cut off score.
- The teachers should not ignore the students' grade, but should use it to adjust teaching system to suit the students' level.

- Should focus more on communication than grades.

The high percentage of students who indicated that they liked to be graded was a surprise to the researcher. This probably indicated that they were conditioned to think that grades were the normal part of formal education, and that the students were not familiar with a no-grade system. They probably felt that studying without testing or grading was not serious education. This can have a corollary implication that grades do have a strong motivating force on learners.

#### **Analysis of Students' Self-evaluation**

Checklists were handed out to the students after finishing each unit. The students used the list for checking their understanding. The students were encouraged to see the teacher after class for consulting or to answer their questions, if they have any. After the students handed in the check-lists, the teacher went through and read each form. This is one of the possible ways of informal evaluation that the students could do by themselves. This method helps to reduce the anxiety that they would have if they were taking examinations or tests (see details in Appendix D. p. 117).

#### **Analysis of Informal Interview**

The interviews with the students indicated that they had experienced a hard time in their former English classes with English teachers. They were punished by corporal punishment, hit on their hands, for instance. Moreover, their relationship with their teachers was like that of director and subordinate. Only a few of the students had a kind teacher. Those who had the opportunity to study English with English native speakers or speakers of other languages

than Thai found that their teachers were kind and cared more about them than their Thai teachers (see details in Appendix A. p. 92).

From the mentioned experiences, the students wished to have a teacher with positive human relationship. Therefore, the course provided the curriculum with emphasis on positive human relationship between the teacher and the students.

### **Analysis of Extracurricular Activities and Informal Situations**

To tighten a relationship between teacher and students, it is essential that they meet each other out of class time and do activities together. The teacher who is conducting this study has realized how important extracurricular activities are. Therefore, meeting with students informally was considered to be one of the main activities. The extracurricular activity that occurred during this study was in a social context. The teacher and the students had meals together after worship (church) time. They went out to have ice-cream together. The teacher held a dinner talk with the students. Moreover, the teacher met the students for informal situations, like getting together for chats outside of class and talking to students before and after class time. They attended church together on Sundays. The students sometimes visited with the teacher at her home. They also brought their friends there. The students joined the Christmas party at the teacher's office.

All of these activities happened because the students felt comfortable with the teacher. Their relationships improved because the teacher has cultivated positive human relationships with her students. Consequently, the students learned well in the classroom and could communicate in English outside the classroom.