

EFFECTIVE TEACHING CHARACTERISTICS
AS PERCEIVED BY ESL STUDENTS AND INSTRUCTORS

BY

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THESIS

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ABSTRACT

As international students continue to choose to study abroad at U.S universities, the need for student perception of effective teaching needs to be taken into account when creating curriculum and teacher training programs. Previous literature has suggested student perception is a necessary component in a successful classroom and these perceptions are not always shared by instructors who are teaching the classes (Barkhuizen, 1998; Feldman, 1988). The present study aims to highlight main findings of quantitative and qualitative research that examines any disconnect between students and instructors in the classroom.

This study utilizes a mixed-methods design to examine the interaction between undergraduate student and instructor perceptions of effective teaching practices in an English as a Second Language context. The data includes responses from a 5-point Likert scale survey that had participants rate the importance of each characteristic trait as being absolutely necessary or not necessary. Additionally, follow-up interviews were conducted in which participants were asked to elaborate on their survey responses and to provide supplementary information to the survey. Analysis of both surveys and follow-up interviews suggest that instructors and students have some difference in degree of value they attach to each characteristic.

To my loving beagle, Callie

Oh, and to my family for giving me unconditional love and support

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CHAPTER 1: INTRODUCTION

According to the Institute of International Education and the U.S. Department of State's Bureau of Educational and Cultural Affairs, the current *Open Doors 2019* statistical survey reports a new high of 1.09 million international students attending universities in the United States just this past year (Morris & Cavey, 2019, para. 1). Dr. Allan Goodman, president and CEO of IIE, thinks the increase in international students attending U.S. universities can be attributed to more international students choosing to pursue higher education and the “dedication of American colleges and universities to students’ academic, professional, and personal success” making American colleges more competitive (Morris & Cavey, 2019, para. 7).

Recent Fall 2019 statistics from the University of Illinois’ Division of Management Information (DMI) gave an estimate of 10,908 international students enrolled at the university from over 114 different countries—5,136 of those enrolled are undergraduate students, 5,609 graduate students, and 64 enrolled in a professional program (Division of Management Information, 2019). In addition to the vast cultural diversity international students bring, these students also bring important economic benefits to the university. For example, according to the U.S. Department of Commerce, just in 2019, international students studying at U.S. universities brought in \$42.4 billion to the U.S. economy (U.S. Department of Commerce, as cited in Morris & Cavey, 2019, para. 3). While universities have a clear financial interest in promoting international student enrollment, once students are enrolled, the offered courses then need to meet the students’ unique needs. So far, little attention has been paid to how students themselves could shape our understanding of what these needs are.

In order to maintain high international student enrollment, further research and inclusion of students' perceptions in the process of shaping ESL programs and courses is necessary. With the number of international students coming to study at American universities increasing each year, the need to maintain and improve effective teaching strategies to meet students' needs and academic expectations continues. As teaching methods and approaches change over time, it is important to frequently evaluate whether or not these changes are benefiting students.

While course evaluations at the university are given at the end of each semester to measure the quality of the course and to evaluate the instructor's effectiveness, there are few questions that allow students to respond in short-answer form. The questions on the evaluation form are in Likert scale formatting that focus on the effectiveness of an instructor through their specific actions the instructor did. For example, the instructor's leadership abilities, knowledge, enthusiasm, and other characteristic traits an instructor should display when teaching. While all of the characteristics included on the ICES forms provide invaluable insight, the potential drawback to these kinds of evaluations are the lack of short-answer responses for instructors to incorporate in their future teaching. Additionally, while instructors receive the mean scores of their ICES, they cannot see how much value each student ties to each characteristic.

Objectives of Study

Other studies have acknowledged the value of student perception and the importance of needs analysis within departments in order to continuously grow, adapt, and change course objectives to meet incoming students' needs (Barkhuizen, 1998). In addition to focusing on these content needs, student and instructor perceptions can also play an important role in shaping the growth of the department, including the training of its teachers. This study aims to investigate

student and instructor perceptions of effective teaching practices and to examine whether there is any disconnect between the two, specifically in undergraduate ESL writing spaces. The main purposes of this study are to answer the following:

1. Provide ESL instructors in the ESL program at the University of Illinois with a small sample of ESL international undergraduate student's perceptions of teaching characteristics or qualities that they deem as effective teaching
2. Is there a disconnect between perceptions of effective teaching from students and instructors?
3. Do students and instructors have a preference for a NS or NNS of English?

Significance of Study

In addition to the lack of questions on effectiveness on the evaluation form, there is also a lack of research done on perception between students and instructors for what comprises effective teaching and whether or not the instructors and students share the same beliefs. There is merit in different teaching qualities and approaches; however, we know that some of these qualities can be received better than others depending on how the students perceive these traits based on their own set of beliefs.

While investigating prior studies focusing on both student perception and instructor perception of effective teaching, I found that there was limited data (Barkhuizen, 1998; Korte et al, 2013; Park and Lee, 2006; Shishavan and Sadeghi, 2009). There were studies involving student perception and studies investigating instructor perception, but few comparing both student and instructor perception. The goal of this study is to provide insight on student and

instructor perception, not only to the instructors who are teaching the course, but to the ESL department as a whole. With this information, teachers can continue to adapt and change their teaching practices based on student input and better meet the needs of their students throughout the class.

Forecast

This thesis includes five chapters in total. The first chapter is an introduction of the research and the objectives of the study, the second is a literature review of relevant information in the field, the third is the methodology chapter where the research method is described, the fourth chapter discusses the findings of the questionnaire given to ESL students and instructors and their perceptions about effective instructors, and the fifth and final chapter discusses conclusions, implications, and suggestions for future research.

CHAPTER 2: LITERATURE REVIEW

In this chapter I will review existing literature that deals with topics of an effective instructor, including a framework of evaluation, concluding findings of effective teacher characteristics, and the role instructor evaluation forms play in student perception of effective teaching. This chapter will also touch upon the different methodologies used in various studies that heavily influenced this study.

Definitions

Effective Teaching— domains 2 and 3 of Danielson’s 2013 Framework of Teaching will be referenced by this study, as this study specifically looks at the classroom environment and instruction. These definitions of *effective teaching* are “teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students...in a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks” and that teachers “convey that teaching and learning are purposeful activities; they make that purpose clear to students and provide clear directions for classroom activities...teachers present complex concepts in ways that provide scaffolding and access to students” (Danielson, 2013).

ESL (English as a second language) students—students who are studying English as a second language. While there has been some pushback on the term *ESL*, which can be viewed as exclusionary of multilingual individuals, for the sake of this study, I will refer to undergraduate international students who are enrolled in ESL courses as ESL students.

ESL (English as a second language) instructors—instructors, both native and non-native speakers of English, who teach English—specifically for this study, instructors who teach English for Academic Purposes (EAP) courses. While the dichotomy of native and non-native speakers may be antiquated, for the purpose of this study, I will use the definition of native speaker to refer to instructors whose first language is English.

Defining an Effective Instructor

Defining what an effective instructor is can be quite the difficult task. This task has been named difficult due to its nature in which all “individual students have different optimal learning environments” and because “classes are not offered on the basis of the student learning preferences” (Korte et. al, 2013, p. 141). Regardless of the difficulty, much research has been previously conducted in order to gain insight, and perhaps narrow, what makes an effective instructor. In addition to gaining insight, Brosh (1996) suggests “the more we know about effective language teaching characteristics, the more likely we are to develop language teacher preparation models that incorporate aspects of relevant language teaching as well as help in establishing standards for evaluating language instruction” (p. 11).

One well-known evaluation tool for assessing teaching effectiveness is Danielson’s Framework. This teaching framework was designed to provide “a vision of instructional excellence, a roadmap for pursuing it, and a set of discrete practices that describe it” (Danielson, 2020). This framework is broken into four domains that provide specific practices and levels of achievement for each of these said components. The four domains are: planning and preparation, classroom environment, instruction, and professional responsibilities. This framework is widely used in teaching evaluations, as it was “developed not only to define great teaching...but also to

outline a comprehensive approach to teacher professional learning across the career continuum” (Danielson, 2020). This framework was not explicitly designed for ESL instructors, but can be adapted for a TESL context. Previous studies such as Dr. Deborah Brown-Reinhart (2007) and Tam Thi Thanh Vo (2012) have used Danielson’s Framework as way to situate effective teaching traits and characteristics into distinct domains.

Dr. Deborah Brown-Reinhart’s (2007) study focused primarily on the domains of classroom environment and instruction. Classroom environment includes the following components: creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing physical space. According to the framework, creating an environment of respect and rapport can be seen as the following:

- Respectful talk, active listening, and turn taking
- Acknowledgment of students’ backgrounds and lives outside the classroom
- Body language indicative of warmth and caring shown by teacher and students
- Physical proximity
- Politeness and encouragement
- Fairness

Similarly, Newcomb (as cited in Reinhart-Brown, 2007) refers to respect and rapport as “[taking] an active interest in your students’ ...occupations, home and education background, interests and needs” (p. 26).

As for Danielson’s Framework’s views on instruction, it includes the following components: expectations for learning, directions for activities, explanations of content, and use

of oral and written language. According to the framework, effective instruction can be seen as the following:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

Beyond Danielson's Framework for evaluating effective teaching characteristics, other studies have attempted to conceptualize what it means to be an effective teacher. Many studies have surveyed students using Likert scale questionnaires to quantify the characteristic traits as seen as most important for an effective teacher. Some of these studies have shown that an effective teacher, as perceived by other students, will be willing to make a personal connection with their students (Twa, 1970; Shishavan and Sadeghi, 2009, Wichadee, 2010). Specifically, Vo (2012), Twa (1970), Wichadee, 2010), have shown that effective teaching is primarily being open to students, caring about their students, and building rapport that will foster an environment for learning. Twa (1970) concluded students feel a stronger need for a more personal relationship and that instructors should treat them "as dignified human beings" (p. 26).

Vo's (2012) study was conducted at a Michigan university with the ESL students in the department. Looking for effective teaching characteristics as perceived by students, Vo adapted Dr. Deborah Brown-Reinhart's questionnaire used in her 2007 study. With this questionnaire, Vo found that the majority of his participants valued respect and rapport as the most effective trait in an instructor.

Wichadee et al. (as cited in Korte et al., 2013, p. 142) suggests an effective teacher will have the following characteristics:

- Student-centered
- Knowledgeable about the subject matter
- Professional
- Enthusiastic about teaching
- Effective at communication
- Accessible
- Competent at instruction
- Fair and respectful
- Provider of adequate performance feedback

Similarly, Kourieros & Evripidou (2013), Reinhart-Brown (2007), and Wichadee (2010) share similar views to the second trait in the above list, “being knowledgeable about the subject matter.” Thompson (2008) suggests a teacher needs to be able to “confidently...explain things [and] answer students’ questions” (as cited in Wichadee, 2010, p. 9). Shishavan & Sadeghi (2009) and Park & Lee (2006) believe that being knowledgeable *and* being able to explain the information is an important characteristic of an effective instructor.

Additionally, Brosh’s (1996) study conducted at Tel Aviv University showed students and instructors shared similar perceptions of what makes an effective teacher. The first priority students and instructors both emphasized was their language proficiency: “good language proficiency can help teachers conduct their lessons without inhibitions, fear, and insecurity, as well as motivate and challenge the students” (p. 131). The student and instructor’s second priority for an effective teacher was “the ability of the language teacher to transmit knowledge in a way that is *easy* [emphasis added] to understand and remember, and to motivate students to do their best” (p. 130). Similarly, Korte et al’s. (2013) findings also reveal that students value

content knowledge as a characteristic for effective teaching, as the survey results revealed the highest ranked characteristic for 'good' teaching was "content/subject matter expertise" (p. 147).

While the above-mentioned studies focus on instructor's ability to build rapport and answer questions, other studies have shown that an effective instructor will be able to provide clear instructions for the topic or assignment being taught (Blai, 1975; Feldman, 1976; Sherman et al. 1987). While Reinhart-Brown (2007) seems to agree with this stance of being knowledgeable as an important trait for effective teaching, there is a certain degree of ambiguity, as her definition of "communicating clearly" could refer to giving clear directions or referring to clearly communicating the content knowledge.

Another characteristic that is attributed to effective teaching is the level of enthusiasm an instructor can provide in the classroom. Feldman's (1988) study showed a difference in opinion between student and instructor perception of this teaching characteristic. The students in this study had placed less value on enthusiasm of instructors than the actual faculty of the program (p. 301).

As students and instructors have different perceptions of what it means to be an effective teacher, Barkhuizen (1998) suggests that in order to successfully prepare and implement instruction, instructors should frequently assess their students' perceptions of classroom life. During his study in a classroom in South Africa, he realized that many of the students had value tied to different activities and characteristics than the instructors did. For example, many of the students had put value on receiving feedback on their grammar and mechanics while instructors had not (p. 102). Kumaravadivelu (1991) said "the more we know about the learner's personal approaches and personal concepts, the better and more productive our intervention will be" (as cited in Barkhuizen, 1998, p. 102).

NS/NNS Preference

While the dichotomous relationship between the terms native speaker and non-native speaker have their own drawbacks and political implications, it is “the reality which cannot be simply ‘magicked-away’” (Pacek, 2005, p. 243) when looking at student and instructor perception of effective teaching. Many studies have been conducted to gauge the perceptions of those involved in the debate of native speaker/non-native speaker efficacy.

Lasagabaster and Sierra (2005) conducted a study at the University of the Basque where students were asked to discuss the pros and cons of having a native speaker as a teacher. They found that nearly 68% of students at the university level preferred having a native speaker of English (p. 224), as pronunciation was a top priority for the students. The students also addressed some difficulties interpreting native speaker accents if the accent was not a standard variety of English, as some students found it “difficult” to understand (p. 229). On the other hand, students were concerned about the native speaker’s ability to explain English explicitly. One participant said, “Their English can be very good but sometimes they haven’t got the knowledge to explain it” (p. 230).

On the other side of the native speaker/non-native speaker dichotomy, Pacek (2005) believes that “there has been a growing realization that native speakers do not always have the accurate insights into all aspects of English” (p. 244). Similarly, a study conducted by Braine (2007) suggest that “NNS [non-native speakers of English] teachers...have better insights into the language learning process” (p. 270). Medgyes (1992) states non-native speakers can “provide more information about the language, anticipate language difficulties, [show] more empathy to the needs and problems of learners and [can benefit] from sharing the learner’s mother tongue” (as cited in Lasagabaster and Sierra, 2005, p. 234). In agreement with Medgyes, Clark & Paran

(2007) sees the advantages of non-native speakers teaching a foreign language, as they can share cultural backgrounds and first languages (p. 10).

Furthermore, a study done by Diaz (2015) investigated student preference of having a native speaker as an instructor. Their results suggest that learners might not put as much weight on having a native speaker as they do on an instructor who is knowledgeable and competent in the target language. Arva and Medgyes (2000) follow up with “teachers should be hired solely on their basis on their professional virtue, regardless of their language background” (as cited in Diaz, 2015, p. 94), placing more emphasis on instructor’s actual ability to teach rather than their ability to be native in the target language.

Teacher Evaluation Forms

Teacher evaluation forms are included as a form of assessment due to their ability to provide helpful insight from the student perspective. Obtaining such feedback in the form of rating scales, such as the ICES form the university uses, is “considered to be an efficient and reliable method to gauge student opinion” and is considered a valid method of collecting such information (Rotem, 1978).

Some scholars (Costin et al., 1971; Hildebrand, 1971; Page, 1974, as cited by Rotem & Glasman, 1979) have brought into question the validity of students being able to make judgment on what is best for their learning, but other scholars, such as Rotem and Glasman (1979) believe that “if instructors accept the importance of knowing what their students think about them and how satisfied they seem to be, there is nothing in the data available to date to deter the use of students’ ratings” (p. 499). Additionally, Marsh (2007) has shown that “student ratings

conducted in university settings found that students provided accurate feedback on the quality of their teachers” (as cited in Looney, 2011, p. 446).

Studies that have investigated the efficacy and application of such feedback have found that the data collected from students indicates “feedback from students did not have any significant effects on the instructors’ teaching performance and their perception of teaching” (Rotem, 1978, p. 316). Additionally, Rotem and Glasman (1979) state that while “much attention has been given to the reliability and validity of students’ ratings as a measure of teaching effectiveness...not a sufficient amount of attention has been directed to their effectiveness in improving teaching” (p. 507). They call for more descriptive and open-ended questions to be included on the evaluation forms that would provide instructors with more insight on what they can improve rather than information that gives them overall scores (p. 507). Rotem (1978) agrees and states “standardized rating scales do not seem to produce useful feedback for the purpose of improving teaching” (p. 317), rather “open questions and interviews with students...[are] likely to produce more useful descriptive information” (Smock and Crooks, 1973, as cited in Rotem 1978, p. 316).

Additionally, Rotem and Glasman (1979) speculate that university instructors are less affected by feedback forms due to their busy schedules and their administrative duties (p. 504). Similar thoughts from students were seen in Spencer and Schmelkin’s (2002) study where students expressed their concern that “faculty or administrators pay attention to the results” (p. 207). One participant went on to say that they don’t want to write anything negative because they are afraid of the repercussions if they would somehow be identified (p. 299). Additionally, Spencer and Schmelkin’s (2002) study revealed that some faculty believe student ratings are “distrustful” and express “concern that ratings are mere popularity contests” (p. 407).

With certain implications student feedback forms carry, they are still seen as a necessary part of assessment to attempt to ensure students and instructors are on the same page when it comes to teaching practices that are best of the teacher's students. Rotem and Glasman (1979) state that "even though changes in instructors' perceptions due to feedback do not necessarily imply behavioral changes, they may signal a beginning of such a process by indicating whether the instructors were influenced at all by the feedback" (p. 507). Looney (2011) believes that a "well-designed teacher evaluation system, aligned with professional learning and development can contribute to improvements in the quality of teaching and raise student achievement" (p. 44). In doing so, teacher evaluation forms geared towards improvement with student input could provide an opportunity for students and instructors to interact with one another's perceptions and provide more support to teachers and teacher candidates in improving their teaching quality with their students in mind.

Though the previous literature provides great insight into what is considered an effective teacher from students and instructors, we can see that it is not always in alignment with one another and need to be frequently assessed (Barkhuizen, 1998). Additionally, much of the literature provided on what an effective instructor is comes from students or instructors separately. The present study will attempt to update this perspective to include both student and instructor perceptions of what effective characteristics are and if students or instructors have any preference towards a native speaker or non-native speaker instructor. The purpose and research questions for this study were the following:

- Provide ESL instructors in the ESL program at the University of Illinois with a small sample of ESL international undergraduate student's perceptions of teaching characteristics or qualities that they deem as effective teaching

- Is there a disconnect between perceptions of effective teaching from students and instructors?
- Do students and instructors have a preference for a NS or NNS of English?

CHAPTER 3: METHODOLOGY

In this chapter, I will describe the procedure and methods used for this study. The topics that are discussed will be the following: population, methods for data collection, and methods for data analysis. The instrument used for this study was approved by the Institutional Review Board on August 5, 2019 (See Appendix A). In addition to IRB approval, information about courses in the ESL department, as well as lecturer information was approved by the assistant director and director of the ESL department, Susan Faivre and Dr. Randall Sadler.

As previously mentioned, approximately 1.09 million international students studied abroad in the United States in 2019 (Morris & Cavey, 2019, para. 1). Of the 1.09 million students, the University of Illinois, in Fall of 2019, hosted 10,908 of these students. The numbers of graduate and undergraduate students for this semester were fairly similar: 5,609 graduates, 5,136 undergraduates (Division of Information Management, 2019).

The population for this study consisted of the undergraduate students and the undergraduate instructors enrolled or teaching an ESL academic writing course for the Fall 2019 semester. During the Fall 2019 semester, when this study took place, there were roughly 408 students enrolled in ESL academic writing courses offered at the university. Approximately 167 students were enrolled in ESL 111, 48 in ESL 112, and 193 in ESL 115.

The instructional faculty of the ESL Program at the University of Illinois as of Fall 2019 was comprised of 14 lecturers, 2 senior lecturers, 1 assistant professor, an assistant director, and the director. In addition to formally hired faculty and staff, select incoming MA-TESL students are offered TA positions for the ESL writing courses.

Participants

Participants were recruited via email from the researcher, as well as presented in the classrooms of ESL 111, 112, and 115 through a short 1 minute video. In total there were 51 responses to the survey; however, due to incomplete responses of the survey or lack of consent, 9 of these responses were removed, resulting in 42 total responses to the survey.

Of these participants, 22 were female, 19 were male, and 1 participant chose not to disclose their gender identity. Of these 42 participants, 30 were 18-20, 3 were 21-25, 6 were 26-30, 2 were 31-35, and one chose not to disclose their age.

30 of the participants were students, and 12 were instructors. As the undergraduate ESL Department hosted approximately 408 students in the Fall 2019 semester, this response rate was 7.4% of the student population. Including TAs and lecturers, there were approximately 26 instructors for Fall 2019, which resulted in a response rate of 46% of the instructor population.

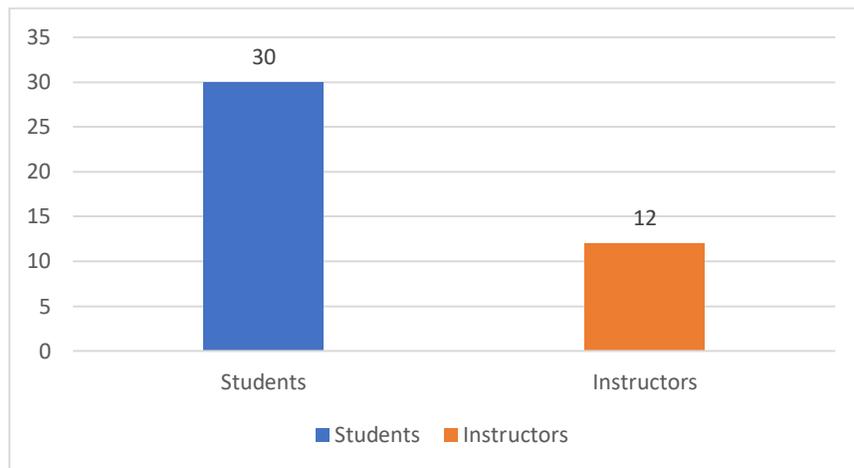


Figure 3.1 Student and Instructor Breakdown

The following chart is a breakdown of the class in which these instructors or students were either enrolled in or instructing, either ESL 111, ESL 112, or ESL 115.

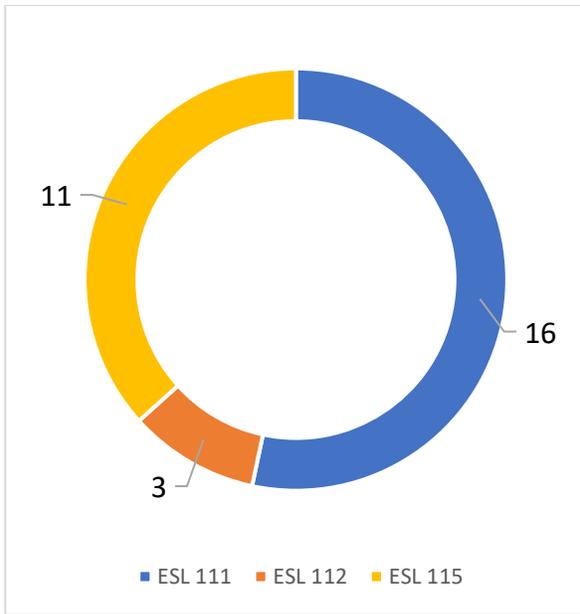


Figure 3.2 Undergraduate Student Class Breakdown

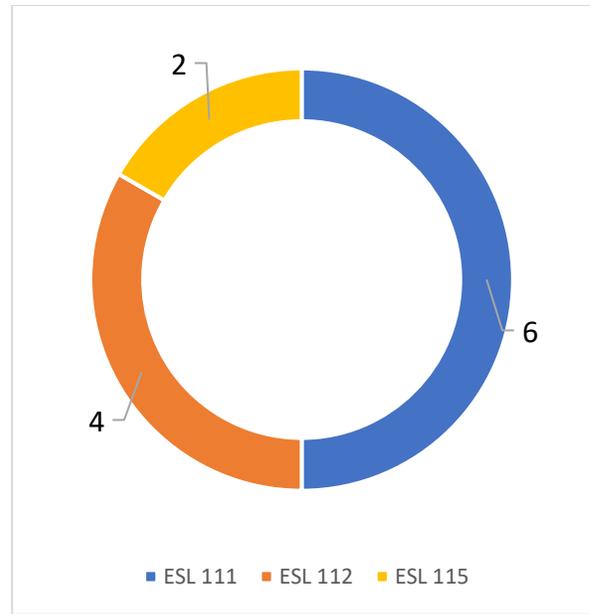


Figure 3.3 Undergraduate Instructor Class Breakdown

6 post-survey interviews with 3 instructors and 3 students were scheduled and conducted over the course of a month. Of these participants, 5 were female, and 1 chose not to disclose their gender identity. 3 participants were between the ages of 18-20, and 3 were 24-30.

Depending on undergraduate students' TOEFL scores, international students might have had to take the English Placement Test (EPT) required by the University of Illinois' ESL Department upon arrival to determine if they would be best served by the ESL writing program. Undergraduate students who have taken TOEFL iBT with total scores of 103 or above and a 25 or above on the speaking and writing portions are exempt from taking the EPT (EPT University of Illinois, 2019). Undergraduate students who have taken IELTS with a total score of 7 or above and a 7 or above on the speaking and writing portions are also exempt from taking the EPT (EPT University of Illinois, 2019).

Based on their score on the English Placement Test, undergraduates are placed into three different options of courses available to them to fulfill their university's Composition I requirement. Depending on their score on the EPT, students are required to take a two-semester long sequence (ESL 111 and ESL 112), a one-semester course (ESL 115), or they can take a rhetoric and composition class instead which also fulfills the Composition I course requirement. These courses cover the basics, or foundational principles, of academic writing.

<i>Undergraduate Composition I Course Requirement Fulfilment Tracks</i>	
Assessment Score	Placement
TOEFL Score 103 or above	Exempt from ESL courses and EPT. Must take RHET 105 or Communications 111/112
EPT Written Score 1 & 2	Must take ESL 111 and ESL 112
EPT Written Score 3	Must take ESL 115
EPT Written Score 4	Can take ESL 115, RHET 105, or Communications 111/112.

Table 3.1 Scores required for ESL Courses

In addition to the undergraduate ESL students, undergraduate ESL instructors also participated in this study. These participants included instructors who were first year, second year, and third year MATESL students, first year PhD linguistics students, and lecturers of the ESL program. Of these participating instructors, 6 instructors were native speakers of English and 6 instructors are non-native speakers of English. Their languages include Turkish, Spanish, Sinhalese, and Chinese.

Population:

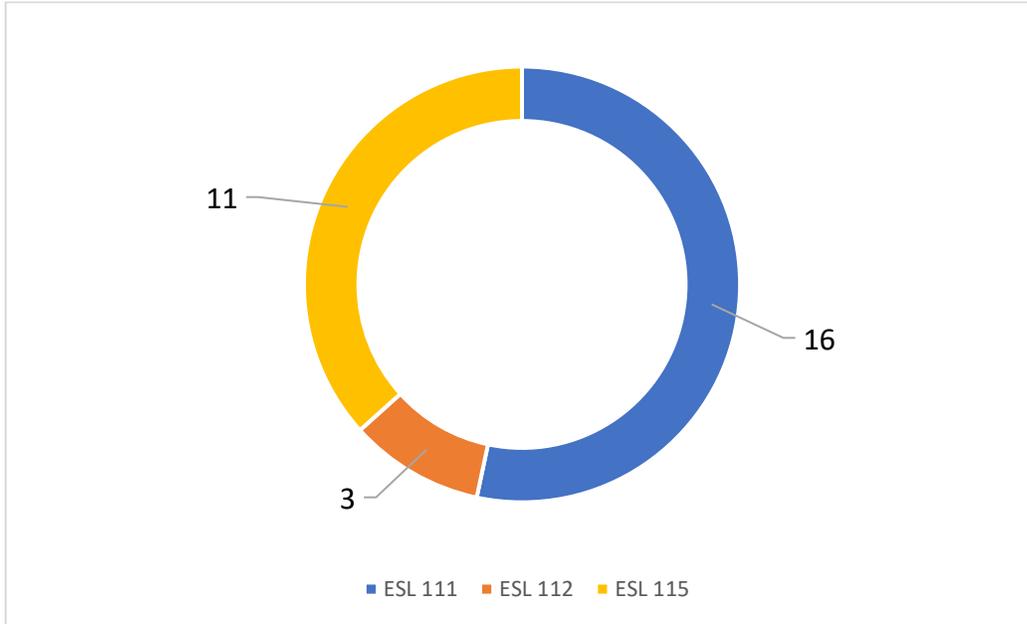


Figure 3.4 Undergraduate Student Class Breakdown

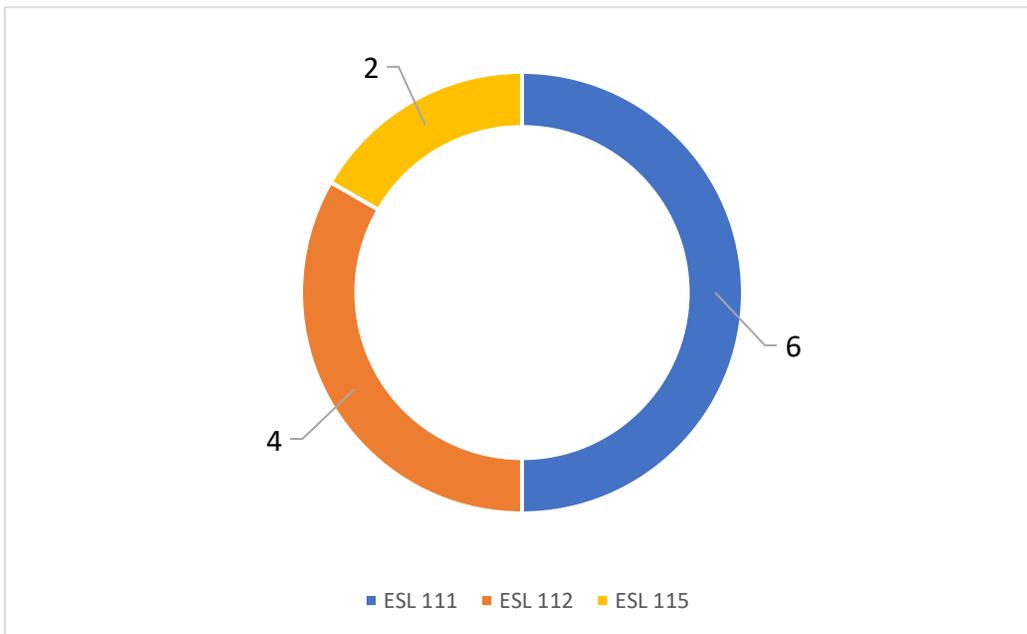


Figure 3.5 Undergraduate Instructor Class Breakdown

Data Collection

Survey Background

This study utilized a mixed-methods design, including both quantitative and qualitative data. Quantitative data was first collected by adapting a pre-existing questionnaire created by Dr. Deborah Reinhart Brown (2007) and further adapted by Tam Thi Thanh Vo (2012), a master's student. Qualitative data was collected to further contextualize the survey results received from the questionnaire. The set of questions for this study underwent several rounds of revisions with both of my advisors, as well as the university Linguistic Data Analytics Manager for any misleading, difficult-wording, or irrelevant questions—as a result, this study's questionnaire contains 37 questions that are closely aligned with similar frameworks from previous studies and influenced by Danielson's 2013 Teaching Framework.

The original study done by Dr. Reinhart-Brown in 2007 is titled “A Study of Components of Effective Teaching from the Perspectives of Faculty and Students within the College of Food, Agricultural, and Environmental Sciences and the Relationships between these Perspectives” and was conducted at Ohio State University. The existing questionnaire from Dr. Reinhart-Brown consisted of 30 survey items in which the students were asked about specific traits or actions a teacher should or should not include in a classroom setting in regard to effective teaching practices. Both studies, Reinhart-Brown (2007) and Vo (2012), were heavily influenced by Charlotte Danielson's 1996 Framework of Teaching for evaluating teachers/teacher candidates. In addition to the 30 survey items, there were also questions about the students and teachers' demographics and basic information.

Components of Effective Teaching

Think back over all the classes you have taken and all the teachers you have had, from grade-school through the present. As your "best teachers" come to mind, think about what they did that made them effective teachers.

Please indicate how each of the following items "match" your perception of "effective teaching" by clicking the number that most closely reflects your thoughts.

Use the following key:
 1 = Not Necessary: Doesn't matter at all.
 2 = Unimportant: Would be nice, but not a big deal if not.
 3 = Important: Important, but not absolutely necessary.
 4 = Absolutely Necessary: Yes! This is how it should be!

The Teacher . . .

1 . . . treated students with respect.

Not Necessary	Unimportant	Important	Absolutely Necessary
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

2 . . . cared about the students.

Not Necessary	Unimportant	Important	Absolutely Necessary
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4

Figure 3.6 Sample of Likert Scale Question with a 4-point scale Dr. Deborah Reinhart-Brown's Questionnaire

Similarly, the thesis done in 2012 by Tam Thi Thanh Vo was an adapted questionnaire from Dr. Deborah Reinhart-Brown that consisted of 20 survey items in a 4-point Likert scale format that asked the participants to rank the teaching qualities or characteristics from not necessary to absolutely necessary. In addition to these survey items, there were also various questions about student demographics.

Table 1: LEAP students' rating of characteristics of an effective instructor

Survey items	N	Mean	Std. Deviation	Range
treats students with respect or honor	30	3.40	.814	3
cares about the students	30	3.47	.681	3
shows great interest about the topic	28	3.25	.701	2

Figure 3.7 Sample of Likert Scale Question with a 4-point scale from Tam Thi Thanh Vo's Questionnaire

Present Survey

After looking at the aforementioned studies, the questionnaire for this study was provided in a computer-based format using Qualtrics XM, a platform that allows its users to collect, manage, and analyze their data (What is Qualtrics, 2020).

Breakdown of Data Collection	
<i>Survey Section</i>	<i>Number of Questions Asked</i>
<i>Part 1:</i> Demographics	9 questions
<i>Part 2:</i> Likert Scale and Short Response	20 Likert Scale questions; 4 short response questions
<i>Part 3:</i> Pick top three characteristics	1 question
<i>Part 4:</i> Interviews	6 scripted questions

Table 3.2 Breakdown of data collection used for this study

There were three parts to the questionnaire and a fourth part to the overall study: general demographic questions, perception-based questions using a Likert scale, a top three effective teaching traits question, and a request for consent to a follow-up interview. The first part of the survey asked basic information about student and instructor demographics. These questions included age, gender, their native language, nationality, what course they are currently enrolled in or teach, and their experience with previous English instruction. To protect the participants' identities, no questions were asked that would compromise anonymity in the research process. One exception to this was the optional item to leave an email for potential contact for a voluntary follow-up interview.

Characteristic of Effective Teaching	Category
...treats students with respect	Environmental
...establishes clear expectations for classroom behavior (i.e. late policies, cell phone use)	
...encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture)	
...knows my name	
...is aware of students' cultural background and is accepting of differences	
...allows me to speak my native language in the classroom	
...makes students feel welcome in the classroom	
...has a knowledge of a second language	Instructional
...is enthusiastic about the topic being taught	
...is knowledgeable about the topic being taught	
...provides pair/group work time during class	
...provides smooth transitions between topics/daily lesson modules	
...provides clear directions for in-class activities/major assignments	
...asks questions that encourage student thinking	
...gives enough time for students to answer questions	
...teaches at a speed that is appropriate for the topic	
...utilizes suitable materials for the topic (i.e. PowerPoint slides, handouts, real-life examples)	
...grades/returns homework/major assignments for a better understanding of the topic	
...is willing to answer student's questions about the content being taught	

Table 3.3 Characteristics of Effective Teaching two categories

The second part of the questionnaire involved questions based on the participant's perspective of what makes an effective teacher. These questions were also based off of Charlotte Danielson's Framework for Teaching: Evaluation Instrument (Danielson, 2013). Within Danielson's framework, there are four different domains: planning and preparation, classroom environment, instruction, and professional responsibilities. While the other domains are important contributing factors for effective teaching, this study focuses primarily on two of the four domains: classroom environment and instruction. In this section, the responses required for these items used a 5-point Likert scale that had the following options: *1=not necessary*, *2=unimportant*, *3=neutral*, *4=important*, and *5=absolutely necessary*. One survey item on the questionnaire, for example, was "The teacher...allows me to speak my native language in the classroom." Questions like this help represent the participants' ideas/perceptions of what they think makes an effective teacher (See Appendix B comprehensive survey).

Both Reinhart-Brown and Thi-Vanh-Vo utilized a 4 point Likert scale that provided only options to pick on the agreeing side or the disagreeing side, leaving the participants no option to feel indifferent about the criteria. Without a neutral option, participants may feel the need to choose an option that does not necessarily align with their beliefs, which can cause the information in the data to be skewed, less valid, or less reliable (Vannette & Krosnick, 2013; Bishop, 1987; Krosnick & Fabrigar, 1997). Additionally, according to Qualtrics, a data management survey site, "reliability seems to be the highest when a midpoint is provided, meaning that forcing respondents to take one side of another may introduce inaccuracy to the data (Bishop, 1987). In order to avoid inaccurate or skewed data, I opted for an odd number of points on the Likert scale used for this study. By doing this, I gave the participants the ability to choose a neutral position.

On a scale 1-5 (1 being not necessary, 5 being absolutely necessary), rate the following teacher characteristics for how well they match your perception of "effective teaching."

It is important to me that my instructor...

	Not necessary	Unimportant	Neutral	Important	Absolutely necessary
...treats students with respect	<input type="radio"/>				
...establishes clear expectations for classroom behavior (i.e. late policies, cell phone use)	<input type="radio"/>				

Figure 3.8 Sample of Likert Scale Question with a 5-point scale from this study

In the third section of the questionnaire, participants were given a comprehensive list of the 22 characteristics they previously ranked. I then asked the participants to make an overall judgment of their top three items that they felt were absolutely necessary for an effective teacher, as shown below.

Out of the 22 characteristics listed above, please select **three** that you feel are the overall, most necessary/important.

- ...treats students with respect
- ...establishes clear expectations for classroom behavior (i.e. late policies, cell phone use)
- ...encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture)
- ...knows my name
- ...is aware of students' cultural background and is accepting of differences
- ...is enthusiastic about the topic being taught
- ...is knowledgeable about the topic being taught
- ...provides pair/group work time during class
- ...provides smooth transitions between topics/daily lesson modules

Figure 3.9 Sample Question of overall judgment

Interview

The fourth and final part of the study was a voluntary follow-up interview. These interviews were completed with 6 participants: 3 instructors and 3 undergraduate students who agreed to meet after two follow-up emails. Interviews were conducted to supplement any

information not gathered from the quantitative data. Each of these interviews were conducted at my office (2), a I (1), or the undergraduate library (3), all located on campus. The interview length varied from 11 minutes to 45 minutes and concentrated on participants' answers for the survey items and encouraged further elaboration on select topics. All interviewees were assigned pseudonyms and all interviews were audio recorded and transcribed using *HappyScribe.co*, a transcription software.

The aim of the interview portion of this study was to supplement information that was not received via questionnaire. The interview was also aimed towards the research objectives posed in the introduction:

- Provide ESL instructors in the ESL program at the University of Illinois with a small sample of ESL international undergraduate student's perceptions of teaching characteristics or qualities that they deem as effective teaching
- Do students and instructors have a preference for a NS or NNS of English?

Questions were pre-written and can be categorized into two different sections. The first section contained three broader questions that asked about one of their favorite instructors and what made them their favorite; about an instructor who was not their favorite, but they still learned from; and their overall experience with the ESL department. The second section of questions was based specifically off of their original survey answers, such as their selected top three characteristics, any preference for a NS or NNS speaker of English for their instruction, and how much they value being able to speak their native language in the classroom.

These questions were set in this order to allow less invasive conversation start at the beginning, building rapport with the participants, and then asking them more invasive questions

about their beliefs on how they perceive NS and NNS of English as instructors, as well as their own beliefs of English only policies in classrooms.

Data Analysis Method

Survey Analysis

Although the previous studies that inspired the data collection technique used different statistical analysis, due to the small sample size of this study made the use of statistical analysis not appropriate. In order to compare the participants' responses, participants were separated into two categories: students and instructors. After participants were categorized, averages were taken for their responses and recorded in an Excel sheet. For the open-ended responses about preferring native speaker and non-native speaker as an instructor, I went to the interview responses and looked for common themes in their explanations such as 'knowledge' 'effective,' and 'skill.' I then looked at the two categories and how each group described their preference or no preference for a native speaker, non-native speaker, or neither as an instructor.

Interview Analysis

In order to analyze interview responses, I looked for general themes from the responses to find additional information to help explain the quantitative findings from the survey. Participants offered many beneficial insights into their perspective for various questionnaire items. To keep track of interviewee's responses, I reviewed their responses on multiple occasions, made notes, and listened for specific themes throughout all interviews. Post-interviews, I highlighted quotes that I felt explained some of the quantitative data from the surveys.

CHAPTER 4: RESULTS & DISCUSSION

In this chapter, I will share and examine the findings from the survey and interview sections of this study. Considering this study's results were primarily from survey data, its results will be the leading indicators of trends. The interview section is used for providing supplementary insight into the reasoning of select answers on the survey. The presentation of this information is the following: demographic information of participants, characteristics of effective teaching as seen by students, characteristics of effective teaching as seen by instructors, and a comparison between the two demographics.

Description of Effective Teaching Characteristics as Seen by Students

Within the survey, ESL Undergraduate Students scored characteristics attributed to effective teaching using a 5-point Likert scale ranging from 1-not necessary to 5-absolutely necessary. Of the 22 characteristics students were asked to rank, "Treats Ss with respect" was rated the highest with a mean of 4.76 and a standard deviation of .43. The next characteristic that was highly ranked was "is willing to answer student's questions about the content being taught" with a mean of 4.7 and a standard deviation of .47. The third top ranked characteristic was "provides clear directions for in-class activities/major assignments" with a mean of 4.6 and a standard deviation of .50. The figure below shows the comprehensive list of 22 characteristics, their mean score, and standard deviation as ranked by students.

Survey Items	Mean	Standard Deviation
Treats students with respect	4.76	.43
Establishes clear expectations for classroom behavior (i.e. late policies/cellphone use)	4.43	.50
Encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture)	4.13	.73

Table 4.1 ESL Student ranking of effective teaching characteristics

Knows my name	4	.98
Is aware of students' cultural background and is accepting of differences	4.5	.68
Is enthusiastic about the topic being taught	4.33	.71
Is knowledgeable about the topic being taught	4.56	.63
Provides pair/group work times during class	3.86	.82
Provides smooth transitions between topics and daily lesson modules	3.96	.81
Provides clear directions for in-class activities/major assignments	4.6	.50
Asks questions that encourage student thinking	4.26	.69
Gives enough time for students to answer questions	4.4	.56
Teaches at a speed that is appropriate for the topic	4.43	.63
Utilizes materials suitable for the topic (i.e. PowerPoint slides, handouts, real-life examples)	4.26	.74
Grades and returns homework/major assignments in a prompt manner	4.4	.62
Provides feedback on homework/major assignments for a better understanding of the topic	4.5	.63
Allows me to speak my native language in the classroom	3.03	1.22
Makes students feel welcome to the classroom	4.23	.77
Is willing to answer students' questions about the content being taught	4.7	.47
Has a knowledge of a second language	3.26	1.28
Is NS/NNS	2.53	.86
Is male/female	3	0

Table 4.1 (cont.)

In addition to being asked to rate the characteristics using a Likert scale, students were also asked to choose 3 characteristics from a comprehensive list of what traits they think are the most important for their instructor to have in order to be an effective instructor. The figure below shows the list of characteristics with the number of times students chose a characteristic as one of their top three traits.

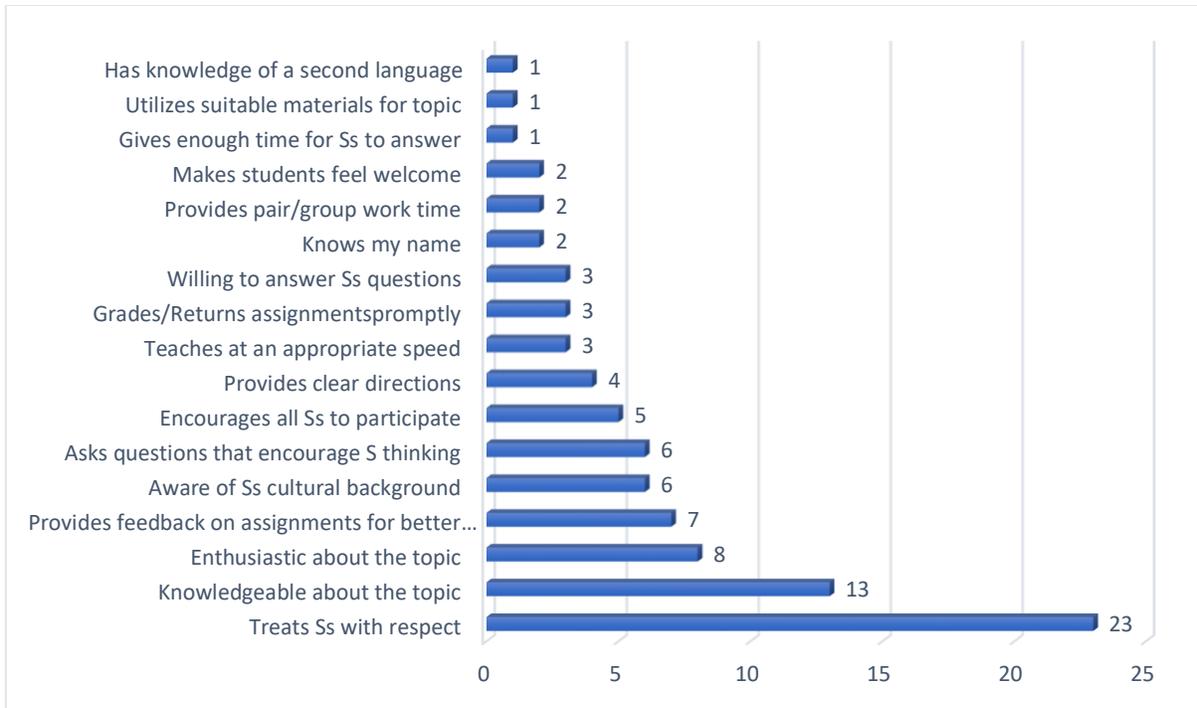


Figure 4.1 Top ranked effective characteristics as seen by students

While the figure above shows the characteristics and the number of times they were selected as a top three trait, there were characteristics that students did not focus on. The following characteristics were not selected by any of the 30 student participants as part of their top three traits seen as *absolutely necessary* for effective teaching. While these traits were not chosen in students' top three, they still rated these characteristics through the Likert scale questions, shown below.

Survey Items	Mean	Standard Deviation
Establishes clear expectations for classroom behavior (i.e. late policies/cellphone use)	4.43	.50
Provides smooth transitions between topics and daily lesson modules	3.96	.81
Allows me to speak my native language in the classroom	3.03	1.22

Table 4.2 Survey Items that were not ranked in student's top three

While “establishes clear expectations for classroom behavior” (i.e. late policies/cell phone use) did not make any of the students’ top three ranked characteristics, a related survey item, “provides clear directions for in-class activities/major assignments” was ranked third most importance among the Likert scale questions. When looking at the study Reinhart-Brown (2007) conducted, her definition of “communicating clearly” was referring to clear directions while other definitions of clear communication are focused on content knowledge and being able to explain information (Sherman et al. 1987). This study’s findings in regard to clear directions and expectations are similar to those of Reinhart-Brown (2007), as her undergraduate students had ranked “communicating clearly” as one of the top characteristics that is perceived as effective teaching (p. 84). Additionally, Sherman et al (1987), Blai (1975), and Feldman (1976) all found that clarity of instruction and delivery was consistently students’ top picks for an effective teaching trait. Although students may have felt “establishes clear expectations for classroom behavior” was an “absolute necessary” quality for teaching in the Likert portion of the survey, they did not feel it was an absolute necessary trait for overall effective teaching. While their mean Likert scores still indicate they value this trait, students viewed other traits as a higher priority, as they were only given 3 traits to select.

The students’ most commonly chosen top three trait – “treats Ss with respect” – echoes the findings of many prior studies on the importance of respect in the classroom. This study’s results are similar to Vo’s (2012) study, as the ESL ATE and LEAP students in his study ranked instructors showing students respect as a higher trait of effective teaching. Twa (1970) concluded students feel a stronger need for a more personal relationship with their instructor and for instructors to treat them as “dignified human beings” (p. 26).

When following up on the meaning of respect as a specific characteristic in the follow up interviews, Jessica, one of the undergraduate participants, was asked what respect means to her. She responded, “Instructor basically need to be equal [towards] every student, no matter what nationality, which background, which race, whatever character he or she is. I’ll say one instructor could be equal to everyone. That’s like with respect.” This student expressed her desire to not be singled out as an international student, instead wanting to be treated with a base respect that all students should receive. This point of view aligns with Brosh (1996) with the need for instructors to show “fairness to students by showing neither favouritism nor prejudice” (p. 6-7). Another interview participant, Lily, seemed to have had similar thoughts as the participants in Twa’s (1970) study who reported that they wanted to be treated as “dignified human beings” (p.26). On respect, Lily explained: “Not only students should respect professor, but professor should respect student as individual...like not really dehumanize students, [we] should be viewed as individual, not a group.”

While examining the role respect plays in effective teaching, it is important to consider respect’s connection to rapport. Newcomb refers to respect as including rapport, defined as “[taking] an active interest in your students...occupations, home and education background, interests and needs” (as cited in Reinhart-Brown, 2007, p. 26). Students seemed to place a high value on rapport. When asking interview participants about one of their favorite instructors, the majority of the responses were about teachers who excelled at rapport building and creating an environment conducive to learning and negotiation of meaning. All undergraduate students commented on their instructor’s ability to be nice, openness to their opinions, and willingness to meet with them outside of class. In fact, Lily claimed that: “If I don’t like the instructor, I’m not going to learn a lot because I’m not going to receive them in positive ways.” When asked to

elaborate on what traits she is looking for in a teacher, she explained, “inclusive...more acceptive of others, not just not really listen to the students and judge, sometimes they won’t say they’re judging, but like you can tell from their expression.” This response puts more emphasis on the need to have a connection with the instructor for a more fruitful learning experience. By having a closer relationship with the instructor, this student felt that they could have a better learning experience and learn more overall. Moreover, Wichadee (2010), Brosh (1996), Shishavan and Sadeghi (2009) all concluded that effective teaching is primarily about being open to students, caring about students, and building rapport that fosters an environment of student autonomy and where students can ask questions.

The second highest ranked characteristic for effective teaching as perceived by undergraduate students was “is willing to answer students’ questions about the content being taught.” This survey item is in close proximity to another survey item that was frequently chosen as an effective teaching trait: “is knowledgeable about the topic being taught.” These survey items are connected to one another in regard to instructors need to be knowledgeable about a topic in order to answer their students’ questions about that topic. These findings are similar to those of Kourieros and Evripidou (2013), Park and Lee (2006), and Shishavan and Sadeghi (2009), as these studies’ findings stated that an effective teacher will both be able to know the information *and* be able to properly explain the information to said students. The importance of this characteristic was also seen when interviewing participants, as a question was asked about an instructor that they had in the past that wasn’t their favorite, but that they still learned from. Several interview participants, while describing their less-favored instructor as not caring, authoritative, and less friendly, also described them as being very knowledgeable in their field. One of the participants, Victoria, said, “I really learned a lot from him, but he’s like the type that

‘this is what you should do, this is what you should remember,’ like that type of person, that type of teacher... like less friendly.”

NS/NNS Preference

Upon investigating the importance of having a native speaker or a non-native speaker for an instructor, there was some difference in opinion among the undergraduate students. 7 of the undergraduate participants preferred a native speaker as an instructor, 0 expressed preference for a non-native speaker, and 23 claimed no preference. After analyzing the short answer responses, the 7 participants who preferred a native speaker had the following responses as to why they have a preference for a native speaker:

- “I think the native English speaker can better inform us how to speak and use English locally.”
- “Since I am not a native speaker, a native speaker can teach me more about the language.”
- “Because native speakers can know more about native culture.”

Similarly, Barrat and Kontra (2000) and Lasagabaster and Sierra (2005) studies reveal that some students are relying on a native speakers’ nativeness to model “proper” usage of English within a local and more culturally based context.

The majority of the students’ responses showed no preference for a native speaker or a non-native speaker. In fact, many participants had similar responses when explaining why:

- “As long as the instructor can teach us the knowledge native or non-native should not be a problem.”

- “As long as he/she/they teach well. It doesn’t matter what their first language is or nationality”
- “I think language is a skill that can be attained through enough learning and efforts[sic] so it doesn’t matter whether my teachers are native or non-native speakers”

When asking interview participants to elaborate on their positions, the undergraduate students reiterated that the distinction between native and non-native speaker was unimportant to them. Jessica stated, “It doesn’t really matter...I think my ESL instructor is Chinese but that doesn’t really matter, like, she knows what she’s teaching and then that’s good.” Additionally, Lily said, “I don’t think writing skills [are] based on their language...I feel like if someone really like writing they could achieve even if the language [is] not [their] first language.” When asking Lily if she would change her mind about a non-native instructor in a pronunciation context, she kept her original answer, following up with an explanation that despite the context, she thought a non-native instructor could have advantages: “We must have the same problem, maybe the instructor could relate to us more.” These findings are similar to that of Pacek (2005) and Megdyes (1992), as there is “a growing realization that NS’s do not always have accurate insights into all aspects of English” (p. 244) as the role of English changes in the world, “it no longer regarded as the property of NSs only” (p. 244). Furthermore, non-native speakers can be seen as “imitable models” (p 234).

Description of Effective Teaching Characteristics as seen by Instructors

ESL undergraduate instructors scored characteristics attributed to effective teaching using a 5-point Likert scale ranging from 1-not necessary to 5-absolutely necessary. Of the 22

characteristics instructors were asked to rank, “is willing to answer student’s questions about the topic” was rated the most highly with a mean of 5 and a standard deviation of 0. The next characteristic that was highly ranked was “treats students with respect” with a mean of 4.91 and a standard deviation of .29. The third top ranked characteristic was "makes students feel welcome” with a mean of 4.83 and a standard deviation of .39. The figure below shows the comprehensive list of 22 characteristics, their mean, and standard deviation as ranked by instructors.

Survey Items	Mean	Standard Deviation
Treats students with respect	4.91	.29
Establishes clear expectations for classroom behavior (i.e. late policies/cellphone use)	4.5	.52
Encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture)	4.58	.51
Knows my name	4.58	.51
Is aware of students’ cultural background and is accepting of differences	4.66	.49
Is enthusiastic about the topic being taught	4.42	.51
Is knowledgeable about the topic being taught	4.58	.51
Provides pair/group work times during class	4	.6
Provides smooth transitions between topics and daily lesson modules	4.08	.79
Provides clear directions for in-class activities/major assignments	4.66	.49
Asks questions that encourage student thinking	4.58	.51
Gives enough time for students to answer questions	4.58	.51
Teaches at a speed that is appropriate for the topic	4.66	.49
Utilizes materials suitable for the topic (i.e. PowerPoint slides, handouts, real-life examples)	4.41	.67
Grades and returns homework/major assignments in a prompt manner	4.25	.62
Provides feedback on homework/major assignments for a better understanding of the topic	4.41	2.5
Allows me to speak my native language in the classroom	2.5	1.24
Makes students feel welcome to the classroom	4.83	.39
Is willing to answer students’ questions about the content being taught	5	0
Has a knowledge of a second language	3.58	1.08
Is NS/NNS	2.91	.29
Is male/female	3	0

Table 4.3 ESL Instructor ranking of effective teaching characteristics

In addition to being asked to rate the characteristics using a Likert scale, instructors were also asked to choose 3 characteristics that were the most important to have in order to be an effective instructor. The figure below shows this list of characteristics instructors chose most often as part of their top three.

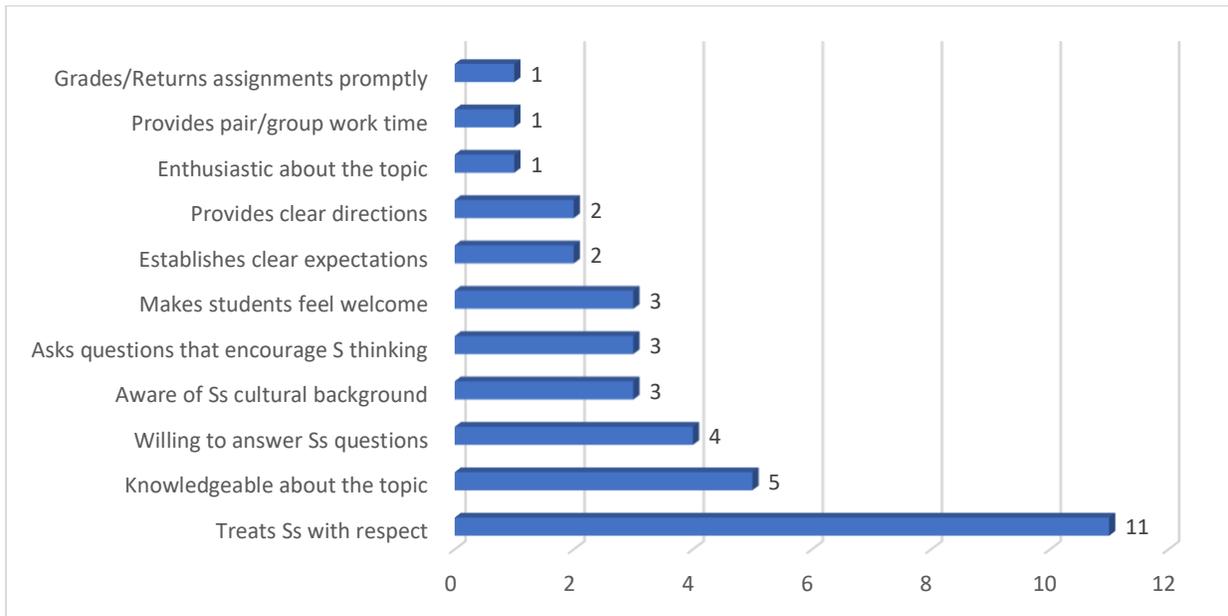


Figure 4.2 Top ranked effective characteristics as seen by instructors

While the figure above shows the characteristics and their rankings, there were characteristics that instructors did not focus on. The following characteristics were not selected by any of the 30 instructor participants as one of their top three traits seen as most *absolutely necessary* for effective teaching. While these characteristics were not chosen to be in instructors' top three, they still rated them in the Likert scale portion of the survey, see Figure 4.6.

Survey Items	Mean	Standard Deviation
Encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture)	4.58	.51
Knows my name	4.58	.51
Provides smooth transitions between topics and daily lesson modules	4.08	.79
Gives enough time for students to answer questions	4.58	.51

Table 4.4 Survey Items that were not ranked in instructor's top three

Teaches at a speed that is appropriate for the topic	4.66	.49
Utilizes materials suitable for the topic (i.e. PowerPoint slides, handouts, real-life examples)	4.42	.67
Provides feedback on homework/major assignments for a better understanding of the topic	4.42	.67
Allows me to speak my native language in the classroom	2.5	1.24
Has a knowledge of a second language	3.58	1.08

Table 4.4 (cont.)

While the first 7 of these 9 characteristics were rated with a 4.08 or above mean, the last 2 characteristics, “allows me to speak my native language in the classroom” and “has a knowledge of a second language” have means of 2.5 and 3.58, respectively, a lower rating than the majority of survey items received. Specifically, “allows me to speak my native language in the classroom,” with a mean of 2.5, also had a standard deviation of 1.24, showing there was some disagreement between instructors on the importance of this characteristic. Further examination of this characteristic in interviews reveals instructors share different opinions in what is considered “best practice” for their students. One instructor, Sam, ranked this characteristic as not important, speaking in favor of requiring English in the classroom:

“It really reinforce[s] the communicative need...oftentimes, you know, when I especially when they come to my oral communication classes, the only English that they ever speak is in some of their classes...and so it’s such a limited amount of exposure that you get that it’s possible to, you know, be true to one culture and never learn the language.”

On the other hand, another instructor, Anastasia, a non-native speaker, described the characteristic of being able to speak their native language in the classroom as important:

“I will never have no English policy [in my class] much less in the contexts of this country, which everyone says, or some people say, speak in English...I’m pretty sure if I were in a classroom where everyone was speaking [my native language], I’m not going to speak English. I want to speak [my native language] ... I mean, it seems stupid to me.”

Anastasia then followed up with a clarification statement about her students in an English class setting, adding, “When I ask them questions, obviously, yes, it would have to speak in English. I’m just talking about like when we do break[out] rooms or we just have them discuss things between themselves, I don’t mind at all that they code switch, or they do Chinese-English.”

Another characteristic with a wider range of answers than the other not characteristics not chosen for the top three was “has a knowledge of a second language,” with a mean of 3.58 and a standard deviation of 1.08. During the interviews, when asked about this characteristic, one instructor said: “It would depend on if they at least had another experience with a different language, that would also matter ... I would want my instructor to have the experience of living in a different culture.” Other instructors did not focus on the specific characteristic of having knowledge of a second language during their interviews; instead, they focused on the native speaker/non-native speaker dichotomy.

“Treats students with respect” was the second most highly rated survey item for instructors. The findings of the importance of respect in the classroom are similar to studies done in the past, specifically Vo (2012), Twa (1970), Wichadee (2010), Brosh (1996), and Shishavan and Sadeghi (2009) in regard to the importance of instructors showing their students a certain level of respect and work on building rapport with their students.

When discussing the importance of respect in interviews, Olivia, one of the MA-TESL TAs, stated that she could not distinguish between two of the characteristics she had chosen, “treats students with respect” and “is aware of cultural differences/accepting of these differences,” as she saw them as closely related to one another. She explained:

“In order to show respect, you have to be able to like know and accept their differences and be mindful ... I think part of that is with talking to them during class when they give answers

... they might not be right, you know that's totally fine. Trying and working with them ... I've seen other instructors who might just kind of like shut it down, dismiss it when you're wrong, and to me, that's not very respectful to them.”

When discussing what respect looks like, another instructor, Sam, also decided not to create a boundary between “treating students with respect” and “is aware of cultural differences/accepting of these differences.” Sam stated:

“I think what I learned the most is that it's important to respect each other because I know ... many of our students ... come from a culture like mine that is very authoritative ... we just have to listen to the teacher and that's all that matters. Whereas I 100% believe and know that the most I've ever learned is from my students. ... I want them to know and feel and understand that they are just as competent as I am or anyone else and their opinion matters.”

In fact, Sam stated that a big part of treating students with respect is being willing to answer questions, which contributes to a conducive learning environment. They explained, “I want them to feel like if they don't understand something, that they have the right and they should ask these questions ... I don't think that I can just fool them by teaching them whatever I want or something that I can't explain.” This response connects to respect in regard to treating students equally, as individuals who are intelligent beings with their own opinions and right to learn and ask questions.

The second most commonly chosen top three characteristic for teaching as perceived by undergraduate instructors was “is knowledgeable about the content being taught.” These findings are similar to those of previous studies that have found an effective teacher will be able to know the information and to be able to explain the information (Kourieros & Evripidou 2013, Park &

Lee 2006, and Shishavan & Sadeghi 2009). As seen in Sam's interview above, this reaffirms the importance of being able to answer students' questions with a clear explanation.

Additionally, when interviewing participants about one of their past instructors that they did not like, but still learned from, while instructors described previous instructors as strict, lousy, or having high expectations, all three interview participants also believed their instructors were very knowledgeable. Anastasia, a first year MA-TESL instructor, stated that one of her high school instructors was not very enthusiastic or caring, but she was very knowledgeable in the content she was teaching. Another instructor Anastasia discussed was a previous college professor. She described him as an “*extremely knowledgeable persona* [emphasis added], very, *extremely lousy teacher* [emphasis added] ... He talked to the majority of the time and there wasn't the interaction with the students.” Even though she shared their distaste for this instructor, she did emphasize how knowledgeable this instructor was and how much she had learned from their class. This further emphasizes the importance of having a knowledgeable instructor with the ability to “confidently...explain things or answer students' questions” (Thompson, 2008 as cited in Wichadee, 2010, p. 9).

From a different perspective, Sam discussed their disbelief for the instructor having anything to do with doing well in a class. They stated, “in college, I was just like super motivated to learn what I wanted to...so it wasn't closely tied to the instructor's personality, it was more just because I just wanted to do really well...so it's really hard for me to kind of think like, okay, well if it had been a different teacher, I don't think that I would have been any different or worse, to be honest.” Though this instructor pointed out how much they had learned in previous courses with various instructors, they also expressed their thoughts on whether or not the instructor was the reason for their success. This insight points to the importance of learners' intrinsic motivation

and other factors that contribute to learning such as their overall desire to be motivated in specific class, or in this case, where they were motivated by what they were truly interested in.

NS/NNS Preference

Upon investigating the importance of having a native speaker or a non-native speaker for an instructor, there was little difference in opinion between the instructors of the ESL department. Out of the 12 participants, 1 instructor preferred a non-native speaker as an instructor, while the 11 remaining participants had no preference. After analyzing the short answer responses, the 11 survey participants who had no preference for a native speaker or non-native speaker instructor had the following responses:

- “Both native and non-native speakers have advantages and disadvantages. Non-native speakers often have better explicit, metalinguistic awareness and might potentially explain something in a more learner-friendly way. Native speakers will likely have a better command of pronunciation and more idiomatic nuances of a language. Assuming adequate levels of proficiency from the non-native speaker, any preference I had would depend on my goals and where I’m at in my learning experience.”
- “Both native and nonnative speakers of English can be effective instructors. Being trained and skilled at facilitating student development is more important than being a native speaker.”
- “I believe both native and non-native teachers have strengths and weaknesses. So, it might be more appropriate to evaluate each teacher individually rather than based on their nativeness or non-nativeness.”

- “I believe that the effectiveness of a class is not determined by the instructor being or not being a native speaker but by his/her cultural awareness, critical thinking, creativity, and organizational skills.”

Instructor responses were closely aligned to Arva and Medgyes (2000)’s findings, which stated, “Teachers should be hired solely on their basis of their professional virtue, regardless of their language background” (as cited in Diaz, 2015). As the quotes above show, instructors should be trained and evaluated individually and not based on their “nativeness or non-nativeness.” In addition to hiring instructors based on their professional skill these findings suggest learners might not put as much weight on having a native speaker instructor as they do on having an instructor who is knowledgeable and competent in the target language (Diaz, 2015).

In contrast to other instructors, Sam, a non-native instructor, preferred to have a non-native speaker as an instructor. In fact, they stated that one of their major strengths as a non-native instructor is their ability to connect with their students and have a deeper connection based on their mutual experience with learning a second language, explaining, “When I think of like trying to teach someone [native language], I’m like, I have no idea how to do that. I don’t understand any of the rules.” They further explained their answer emphasizing the cultural aspects of learning a language and that, in their opinion, perhaps a non-native speaker would be better at explaining certain cultural norms:

“You have to be good listening, reading, writing...speaking, but one of the biggest things to me is the cultural knowledge...I just feel like, you know, as an insider, it’s really hard to like ... view yourself as an outsider and try to show that to your students.”

Similarly, Megdyes (1992) states non-native speakers can provide more information about the target language and anticipate language difficulties. Additionally, Clark & Paran (2007) also

finds that non-native speakers teaching a foreign language have advantages in that they can potentially share the students' first language and shared cultural background (p.10). This agrees with Megdyes' (1992) findings, which showed that non-native speakers can lend "more empathy to the needs and problems of learners and benefits from sharing the learner's mother tongue" (p. 234).

Comparison of Student and Instructor Perception of Effective Teaching Characteristics

Data were collected and analyzed to determine what characteristics ESL undergraduate students and instructors contribute to effective teaching. Due to the small sample size, no inferential statistics were conducted. After comparing student and instructor responses, a few differences in student and instructor perception of what contributes to effective teaching were seen. One observation is the students' means on the Likert scale questions are typically lower than the means of the instructors. This could potentially mean the students did not have as strong of feelings towards one characteristic over the other. In contrast, instructors were more likely to choose a characteristic trait as an "absolutely necessary" characteristic to have as an effective teacher.

A small difference in relation to the Likert scale questions was for the characteristic trait of "is willing to answer students' questions about the content being taught." Both instructors and students rated this characteristic highly; however, there was a unanimous vote among the instructors for this characteristic trait being an "absolutely necessary" characteristic of effective teaching with a mean of 5 and a standard deviation of 0. Students also felt this was an important characteristic, rating it with a mean of 4.7 and a standard deviation of .47, but lacked the unanimous agreement.

One characteristic both students and instructors did not show concern for was the importance for their instructor to be a male or female. Most participants said that the gender does not matter as long as they are able to teach the knowledge necessary of the class. One survey participant responded with, “As long as the instructions are clear and the class contents are well-taught, it doesn't matter if the instructor is a male or a female.” Another participant stated, “Sometimes this is a concern, but it shouldn't be important,” but did not elaborate on why it would sometimes be a concern. Overall, it appears that the gender of an instructor is not important, as long as they are able to foster a quality learning environment.

One difference was seen in the ranking of the top three characteristics for effective teaching. Examining students and instructors’ rankings, we can see that they are almost identical outside of their third-most commonly chosen trait:

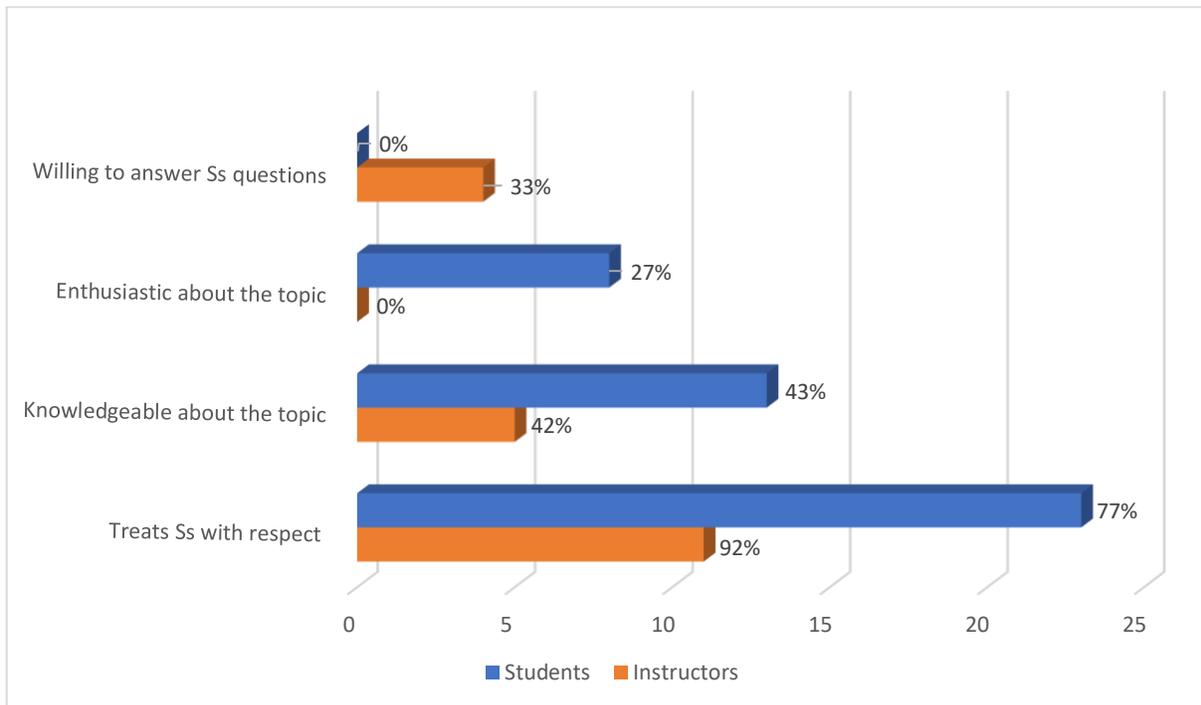


Figure 4.3 Student and Instructor Top three Ranked Characteristics

These results show that instructors and students have a fairly similar ideas when it comes to characteristics attributed to effective teaching. Both students and instructors chose “treats

students with respect” as their number one characteristic for effective teaching when asked to choose three characteristics that were necessary for an effective teacher to have. The mean for instructors’ rating of this characteristic was 4.92, while the students’ mean was 4.72. When discussing what respect meant to them, the interview participants, both instructors and students, brought up characteristics of respect that include receiving student’s opinions, being able to have a connection or relationship with each other, and inclusivity of all students regardless of their background.

Students and instructors both placed emphasis on the importance of being able to create a relationship and strong rapport with their instructors. As mentioned earlier, Newcomb (as cited in Reinhart-Brown, 2007) refers to respect and rapport as “[taking] an active interest in your students...occupations, home and education background, interests and needs” (p. 26). One instructor, Olivia, explained that she enjoyed one of her previous instructors due to their ability to take the first few minutes before and after class to ask them how their weeks are going or how they are. She said she now does this in her own classroom so she too can establish a better relationship with her students. Another instructor, Anastasia, reported that one way she builds a relationship with her students is by celebrating their birthdays. She said, “I don’t mind wasting time with that because for me it’s an investment...an investment of quality time.” She further detailed that she would sing their birthdays in Chinese or English depending on what the students want.

Additionally, students and instructors both chose “is knowledgeable about the content” as their second most chosen top three trait. The instructors’ mean rating for this characteristic was 4.42, and the students’ mean rating was 4.32. These findings are similar to those of previous studies done by Kourieros & Evripidou (2013), Park & Lee (2006), and Shishavan & Sadeghi

(2009) that found an effective teacher is able to know the information of the content being taught as well as being able to explain the information. When asking undergraduate Jessica to elaborate on this matter in a follow up interview, she stated, “It will be great if a student got a question then a professor or instructor could answer it immediately, but it will be also really nice if the instructor couldn’t answer it, but then he or she got back to the students afterward.” Additionally, an instructor, Sam, stated they want their students to learn something that they will use in the future, and that they as an instructor need to “understand exactly [what they are teaching] and be able to tell [their] students [why it is important].” These two accounts reaffirm the importance of content knowledge when teaching as it relates to instructors being able to answer students’ questions with proper explanation.

Students and instructors’ third most chosen trait in terms of their top three traits for effective teaching differed. Students ranked “is enthusiastic about the topic” as their third most chosen trait, while instructors chose “is willing to answer students’ questions.” While students also showed that they valued the characteristic of “is willing to answer students’ question” in the survey section, rating it with a mean score of 4.7, making it the second most highly rated characteristic, the trait did not make their top three rankings. It is possible that students saw their second most-chosen trait, “is knowledgeable about the content,” as a prerequisite for “is willing to answer students’ questions.” The findings of students’ having higher value of teacher enthusiasm is opposite to Feldman’s 1988 study where instructors placed a higher emphasis on the importance of an enthusiastic attitude from instructors than the students had.

Another difference between student and instructor perception can be seen from the top three effective traits chosen among students and instructors. 7 out of 30 student participants responded in their top three list that “provides feedback for better understanding of the content”

was a significant factor in effective teaching, and it was one of the highest ranked characteristic on the survey with a mean of 4.5 and a standard deviation of .63. However, when looking at the data collected for instructor perception, “provides feedback for better understanding of the content” was not chosen in a top ranking at all, as seen in Figure 4.6. While it was not ranked in instructors’ top three list, this characteristic was rated with a mean of 4.41 in the Likert scale questions with a standard deviation of .67. While it is clear that instructors still value feedback from Likert scale data, the difference between top three choices may show that students place an even higher value on feedback on major assignments as a way to improve their skills.

Examining the list of top characteristics for effective teaching as seen by instructors and students, there was only one other characteristic that was chosen by one demographic and not the other. Instructors more often chose “establishes clear expectations” than the students did. In fact, no students included the characteristic on their lists at all. However, students still ranked this characteristic at a mean of 4.43 and a standard deviation of .50. Students still see the value in establishing expectations in the classroom; however, they may not place the same value on this characteristic as instructors do.

One characteristic trait that neither group chose as one of their top three choices was “allows me to speak my native language in the classroom.” Students ranked this characteristic with a mean score of 3.03 and a standard deviation of 1.22. This characteristic was the lowest mean ranking of any characteristic for both students and instructors. When following up with student interview participants on “allows me to speak my native language in the classroom,” one student interviewee explained why she did not want to speak her native language: “I try to get out of my comfort zone...so you’ll be like, instead of saying why wouldn’t I speak my native language, I will say that I don’t wanna say it here...not in class especially. I want to practice for

like English, you know, and since it's an English class, why would I speak Chinese?" When asking another undergraduate participant, they had the opposite opinion, stating, "I mean, I should have a right to speak, but I know it's not like...sometimes really bad if you speak a lot of that like without using your English, but we should have a right to speak our native language." These two quotes show the two main perspectives on this issue. One is focused on the opportunity to improve their language proficiency while the other is focused on issues of identity and freedom in the classroom.

Instructors seemed to agree with student perceptions on the subject of allowing students to speak their native language in the classroom according to the Likert scale data but expressed more positive views in the interviews. According to the Likert scale data, "allows me to speak my native language in the classroom" was a mean of 2.5 and a standard deviation of 1.24. This shows that this was a divisive question for instructors as well as students. The interview participants, however, spoke positively about students speaking their native language in the classroom. One MA-TESL TA said about the English only policy, "It's what you're given, it's what you're kind of expected to do...so you follow it until I realized it's not necessarily best practice, in my opinion." Another instructor agreed with this, saying "I found it very beautiful how they communicate with each other...why should I interfere with that?"

Lastly, the attitudes towards native speaker or non-native speaker preference for students and instructors showed some differences. 23 of the 30 student participants agreed that they had no preference towards a native speaker or a non-native speaker, while there were 7 student participants who responded that they preferred a native speaker as their instructor. When examining instructor data, no instructors expressed preference towards a native speaker, while 1 instructor preferred a non-native speaker for their instructor. The one instructor with preference

towards a non-native speaker for their instructor aligned with studies which expressed non-native speaker's ability to have better insight, anticipation of upcoming language issues, and provide more empathy towards students (Braine, 2007; Medgyes, 1992; Clark & Paran, 2007).

The findings from the student participants, along with the free response section of the survey, align with the findings of Barrat and Kontra (2000) and Lasagabaster and Sierra (2005) that argued the majority of students' desire for a native speaker was due to their belief that a native speaker of English would be better equipped to discuss vocabulary and other uses of the language in a more local, cultural context. The fact that instructors did not express a preference for a native speaker over a non-native speaker could possibly be explained by their higher level of pedagogical knowledge and training in this field.

CHAPTER 5: CONCLUSION

The purpose and research questions for this study were the following:

- Provide ESL instructors in the ESL program at the University of Illinois with a small sample of ESL international undergraduate student's perceptions of teaching characteristics or qualities that they deem as effective teaching
- Is there a disconnect between perceptions of effective teaching from students and instructors?
- Do students and instructors have a preference for a NS or NNS of English?

The Likert scale section of the survey found that while instructors and students agreed on the vast majority of characteristics attributed to effective teaching, there were a few areas in which they held different opinions. To address the second question, one of the main areas of disconnect between student and instructor perceptions of effective teaching was the amount of feedback given to students on major assignments/homework for a better understanding of the content. While the students chose this characteristic fourth most from the comprehensive list, instructors did not include this characteristic at all in their top choices of characteristics.

Additionally, students and instructors rated "is willing to answer students' questions about the content being taught" in a slightly different manner from one another. While both students and instructors rated this characteristic highly, only the instructors chose this characteristic to be in their top three choices and voted unanimously for this trait being "absolutely necessary" in effective teaching. Students on the other hand, chose "is enthusiastic about the topic" as their third top choice. While they felt "is willing to answer students' questions about the content being taught" an important characteristic, they did not vote unanimously for it being "absolutely necessary" for an effective instructor.

In regard to question three, 23% of students held a preference for a native speaker of English while the remaining 76% of students held no preference for either native or non-native speaker as their instructor. Their focus was more centered on the instructor's competence for knowledge, ability in teaching target skills, and their ability to build rapport with their students. Instructors seemed to hold the same opinion of not having a preference for a native speaker or non-native speaker as an instructor. In fact, 92% of instructors agreed that they had no preference for a native or non-native speaker of English. Their perceptions were in alignment with the students' perceptions and focused more on their competence, ability in teaching target skills, and their ability to build rapport with their students. The 8% of the instructor participants had a preference for a non-native speaker of English as their instructor. They felt they would be able to better connect with a non-native speaker, as they would both have gone through the process of learning another language and could possibly anticipate trouble areas of the language learning process.

This study attempts to provide a sample of the perceptions of students and teachers in the university's ESL department. For this reason, undergraduate ESL student and instructors were asked to participate in the survey and follow up interviews. However, further research can be conducted that include not only undergraduate students and instructors but also the graduate students and instructors of the program to provide more insight into the perception of effective teaching at multiple levels.

Another possible limitation of this survey was, similar to the ICES forms given at the end of the semester, is there were limited short answer responses included in the survey. In order to contribute to the department and provide more insight from students and instructors, more short-answer responses could have been included to provide a more rounded out picture.

The interview portion of this study provided great insight and support to the Likert portion of the study. The interviews, both students and instructors, stressed the importance of treating students with respect and focused their attention on building relationships with each other to create an environment that fosters trust and learning.

A possible limitation of the interview portion is the number of interview participants who were actually interviewed. Due to time constraints and schedules, only 6 interviews were conducted for this study. Three of them were instructors and three of them were students. Additionally, the length of time for interviews varied quite drastically, anywhere from 11 minutes to 43 minutes in length. This might be due to instructor's training on the subject matter and students being more unwilling to open up and elaborate on some questions.

In order to provide students with effective instruction, instructors should continue to take account of their students' perceptions. By acknowledging students' opinions and thoughts, instructors can create an environment that works best for their students from semester to semester. One way to do this is by giving students more opportunity to have input in the classroom and the way things are run. This can be done by giving evaluations of instructors and the class multiple times a semester, whether this is a quick exit slip of how the class went or a more formal feedback session where students can express their concerns. Another way to include student perception, based on this study's results, is instructors can provide insightful and constructive feedback that will help students understand the content being taught more. Additionally, instructors should invest more time building relationships with students. Many instructors and students attributed effective teaching to those instructors who took the time to ask them about their days, celebrate their birthdays, and being genuinely interested in the students' interests.

Though there has been much research conducted on student and instructor perception, more work can be done to continue learning what an effective teacher is. In order to continue the research in this setting, more instructors and students can be included in such research. In fact, since this research study was conducted on such a small scale, more courses can be included, such as those not in the ESL department, as effective instructors are needed wherever students are learning.

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APPENDIX A: IRB APPROVAL FORM



OFFICE OF THE VICE CHANCELLOR FOR RESEARCH

Office for the Protection of Research Subjects
805 W. Pennsylvania Ave., MC-095
Urbana, IL 61801-4822

Notice of Exempt Determination

August 5, 2019

Principal Investigator	Randall Sadler
CC	Megan Nierenhausen
Protocol Title	<i>Perception Check: Effective teaching traits perceived by undergraduate ESL students and instructors</i>
Protocol Number	20078
Funding Source	Unfunded
Review Category	Exempt 2 (ii)
Approval Date	August 5, 2019
Closure Date	August 4, 2024

This letter authorizes the use of human subjects in the above protocol. The University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects (OPRS) has reviewed your application and determined the criteria for exemption have been met.

The Principal Investigator of this study is responsible for:

- Conducting research in a manner consistent with the requirements of the University and federal regulations found at 45 CFR 46.
- Requesting approval from the IRB prior to implementing major modifications.
- Notifying OPRS of any problems involving human subjects, including unanticipated events, participant complaints, or protocol deviations.
- Notifying OPRS of the completion of the study.

Changes to an exempt protocol are only required if substantive modifications are requested and/or the changes requested may affect the exempt status.

UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

IORG0000014 • FWA #00008584
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APPENDIX B: COMPREHENSIVE LIST OF SURVEY ITEMS

FA '19 UG Student and Instructor Perception

Start of Block: Informed Consent

Q1 Consent Form

Perception Check: Effective teaching traits perceived by undergraduate ESL students and instructor

You are being asked to participate in a voluntary research study. The purpose of this study is to better understand what characteristics contribute to effective teaching as told by undergraduate ESL students and instructors. Participating in this study will involve a survey and a voluntary follow-up interview and your participation will last no more than 10 minutes for the survey and no more than 30 minutes for the follow-up interview. Risks related to this research include no more than those of everyday/normal life; benefits related to this research include contributing to the reflection and discussion of teacher training improvement.

Principal Investigator Name and Title: Dr. Randall Sadler, Director, MATESL; Director ESL Program, Associate Professor Department and Institution: Department of Linguistics, University of Illinois Urbana-Champaign Contact Information: rsadler@illinois.edu, 217-244-2734

What procedures are involved? The study procedures are a survey and a follow-up interview.

This survey may be taken on **a computer or a mobile device** and the follow-up interviews will take place at your convenience. You will need to participate two times over the next month. Each survey and follow-up interview will last 10 minutes and 30 minutes respectively.

Will my study-related information be kept confidential? We will use all reasonable efforts to keep your personal information confidential, but we cannot guarantee absolute confidentiality.

When this research is discussed or published, no one will know that you were in the study. But, when required by law or university policy, identifying information may be seen or copied by: a) The Institutional Review Board that approves research studies; b) The Office for Protection of Research Subjects and other university departments that oversee human subjects research; c) University and state auditors responsible for oversight of research.

Will I be reimbursed for any expenses or paid for my participation in this research? If you choose to participate in a follow-up interview, you could win a \$25 Amazon gift card.

Can I withdraw or be removed from the study? If you decide to participate, you are free to withdraw your consent and discontinue participation at any time. Your participation in this research is voluntary. Your decision whether or not to participate, or to withdraw after beginning participation, will not affect your current or future dealings with the University of Illinois at Urbana-Champaign. The researchers also have the right to stop your participation in this study without your consent if they believe it is in your best interests, you were to object to any future changes that may be made in the study plan.

Will data collected from me be used for any other research? Your information and insight will not be used or distributed for future use, even if identifiers are removed.

Who should I contact if I have questions? If you have questions about this project, you may contact Megan Nierenhausen at 217-781-1779 or meganln2@illinois.edu If you have any questions about your rights as a participant in this study or any concerns or complaints, please

contact the University of Illinois at Urbana-Champaign Office for the Protection of Research Subjects at 217-333-2670 or via email at irb@illinois.edu.

Please print this consent form if you would like to retain a copy for your records.

I have read and understand the above consent form. I certify that I am 18 years old or older. By clicking the “I consent, begin the study” button to enter the survey, I indicate my willingness to voluntarily take part in this study.

I consent, begin the study (1)

I do not consent, I do not wish to participate (2)

Skip To: End of Survey If Q1 != I consent, begin the study

Page Break

End of Block: Informed Consent

Start of Block: Block 2

Q5 What is your age?

Q6 Gender

▼ Male (1) ... Prefer not to say (4)

Q7 Is English your native language? If not, please indicate what you consider to be your native language.

Yes (1)

No (2) _____

Q8 What is your nationality?

Display This Question:

If Q7 != Yes

Q9 How many years of English language instruction have you had?

Q10 What is the highest degree or level of school you have completed? If currently enrolled, select the highest degree received.

- High school graduate, diploma or equivalent (1)
- Associate's degree (2-year college) (2)
- Bachelor's degree (3)
- Master's degree (4)
- Doctorate degree (5)

Q11 What ESL course are you enrolled in this semester? For instructors, what ESL courses are you teaching this semester? (Select all that apply).

- ESL 111 (1)
- ESL 112 (2)
- ESL 115 (3)

Q12 Are you an instructor at this institution?

- Yes (1)
- No (2)

Display This Question:

If Q12 = Yes

Q13 If you are an instructor, what is your title at this institution?

- MA-TESL 1st year grad TA (1)
- MA-TESL 2nd year grad TA (2)
- MA-TESL 3rd year grad TA (3)
- Linguistics PhD (4)
- Lecturer (1-4 years) (5)
- Lecturer (5-9 years) (6)
- Lecturer (10+ years) (7)
- Coordinator (8)
- Other (9) _____

Page Break

Q14 On a scale 1-5 (1 being not necessary, 5 being absolutely necessary), rate the following teacher characteristics for how well they match your perception of "effective teaching."

It is important to me that my instructor...

	Not necessary (1)	Unimportant (2)	Neutral (3)	Important (4)	Absolutely necessary (5)
...treats students with respect (1)	<input type="radio"/>				
...establishes clear expectations for classroom behavior (i.e. late policies, cell phone use) (2)	<input type="radio"/>				
...encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture) (3)	<input type="radio"/>				
...knows my name (4)	<input type="radio"/>				
...is aware of students' cultural background and is accepting of differences (5)	<input type="radio"/>				

Q15 On a scale 1-5 (1 being not necessary, 5 being absolutely necessary), rate the following teacher characteristics for how well they match your perception of "effective teaching."

It is important to me that my instructor...

	Not necessary (1)	Unimportant (2)	Neutral (3)	Important (4)	Absolutely necessary (5)
...is enthusiastic about the topic being taught (1)	<input type="radio"/>				
...is knowledgeable about the topic being taught (2)	<input type="radio"/>				
...provides pair/group work time during class (3)	<input type="radio"/>				
...provides smooth transitions between topics and daily lesson modules (4)	<input type="radio"/>				
...provides clear directions for in-class activities and major assignments (5)	<input type="radio"/>				

Q16 On a scale 1-5 (1 being not necessary, 5 being absolutely necessary), rate the following teacher characteristics for how well they match your perception of "effective teaching."

It is important to me that my instructor...

	Not necessary (1)	Unimportant (2)	Neutral (3)	Important (4)	Absolutely necessary (5)
...asks questions that encourage student thinking (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...gives enough time for students to answer questions (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...teaches at a speed that is appropriate for the topic (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...utilizes materials suitable for the topic (i.e. PowerPoint slides, handouts, real-life examples) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...grades and returns homework/major assignments in a prompt manner (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 On a scale 1-5 (1 being not necessary, 5 being absolutely necessary), rate the following teacher characteristics for how well they match your perception of "effective teaching."

It is important to me that my instructor...

	Not necessary (1)	Unimportant (2)	Neutral (3)	Important (4)	Absolutely necessary (5)
...provides feedback on homework/major assignments for a better understanding of the topic (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...allows me to speak my native language in the classroom (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...makes students feel welcome to the classroom (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...is willing to answer student's questions about the content being taught (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
...has a knowledge of a second language (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18 It is important to me that my instructor is...

- a native speaker of English (1)
- a non-native speaker of English (2)
- no preference (3)

Q19 Please explain your answer to the previous question.

Q20 It is important to me that my instructor is...

- male (1)
- female (2)
- no preference (3)

Q22 Please explain your answer to the previous question.

Q23 Out of the 22 characteristics listed above, please select **three** that you feel are the overall, most necessary/important.

- ...treats students with respect (1)
- ...establishes clear expectations for classroom behavior (i.e. late policies, cell phone use) (2)
- ...encourages all students in classroom to participate in classroom discussion (i.e. ask questions, contribute to lecture) (3)
- ...knows my name (4)
- ...is aware of students' cultural background and is accepting of differences (5)
- ...is enthusiastic about the topic being taught (6)
- ...is knowledgeable about the topic being taught (7)
- ...provides pair/group work time during class (8)
- ...provides smooth transitions between topics/daily lesson modules (9)
- ...provides clear directions for in-class activities/major assignments (10)
- ...asks questions that encourage student thinking (11)
- ...gives enough time for students to answer questions (12)
- ...teaches at a speed that is appropriate for the topic (13)
- ...utilizes materials suitable for the topic (i.e. PowerPoint slides, handouts, real-life examples) (14)
- ...grades/returns homework/major assignments in a prompt manner (15)
- ...provides feedback on homework/major assignments for a better understanding of the topic (16)
- ...allows me to speak my native language in the classroom (17)
- ...makes students feel welcome to the classroom (18)

- ...is willing to answer student's questions about the content being taught (19)
 - ...has a knowledge of a second language (20)
 - ...is a native speaker of English/non-native speaker of English (21)
 - ...is male/female (22)
-

Page Break

Q24

Please provide your @illinois.edu email address to receive a copy of your results.

Q25 Would you like to volunteer to participate in a follow-up interview later in the semester? If you choose to participate, you will have the chance to win a \$25 Amazon gift card. Additional information will be sent to your @illinois.edu email.

- Yes (1)
- No (2)