

English Teachers' Actual and Ideal Interpersonal Behavior and Students' Outcomes in Secondary Schools of Thailand

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This study examined the relationship between English teachers' actual and ideal interpersonal behavior and students' outcomes (attitudes toward learning English and achievement in English) in the 11th grade in Thailand. The researchers were trying to reveal what an "ideal" teacher was like. Using a sample drawn with the stratified random sampling method, 291 students were asked to assess their perceptions of teachers' interpersonal behaviors on the *Questionnaire on Teacher Interaction (QTI)*, to rate their attitudes about English according to the *Attitudes toward Learning English Questionnaire*, and to take the *Achievement Test* from the National College Entrance Examination English Test. The results indicate that teachers' actual interpersonal behavior (Strictness) was significantly related to student attitudes at the .05 level. No other teachers' actual interpersonal behaviors (7 scales) were significantly related to students' outcomes (attitudes and achievement). Also, teachers' ideal interpersonal behaviors (8 scales) and students' outcomes (attitudes and achievement) were not significantly related. Students agreed that the ideal English teacher should be a strong leader, more understanding, more helpful and friendly, and give more responsibility and freedom to the students, and the ideal teacher should be less uncertain, less admonishing, less dissatisfied and less strict.

Key words: teacher interaction, learner attitude, achievement test

INTRODUCTION

Since the late 1960s and early 1970s, the learning environment has received close attention in education because the learning environment is one of the determinants of learning behavior (Soerjaningsih, Fraser & Adlridge, 2001). To assess the impact of the learning environment, some educational researchers have tried to assess students' perceptions of teachers' interpersonal behavior, an important element of the learning environment. Among all approaches - qualitative, quantitative, or mixed - the use of questionnaires to assess students' perceptions has predominated (Soerjaningsih, Fraser & Adlridge, 2001).

The *Questionnaire on Teacher Interaction* (QTI), which is widely used in many countries in different language versions, measures secondary students' and teachers' perceptions of interpersonal teacher behavior. It was developed in several studies in the early 1980s and evolved from Leary's Interpersonal Adjective Checklist (ICL). Leary (1957) developed a model that allows the graphic representation of interpersonal behaviors along two dimensions, *influence* and *proximity*. Interpersonal communication can thus be plotted according to how cooperative or dominant the participant is. Leary's Model uses an influence dimension (Dominance, D – Submission, S) to measure the degree of dominance or control over the communication process and a proximity dimension (Cooperation, C – Opposition, S) to measure the degree of affinity or cooperation felt by those involved in the communication process. Leary's Model was adapted to education by creating a model for teacher behavior (Wubbels, Brekelmans & Hoomayers, 1991; Wubbels, Creton, Levy & Hooymayers, 1993) which uses the same axes of proximity and influence as Leary's model and describes the types of interpersonal behaviors displayed by teachers (see Figure 1).

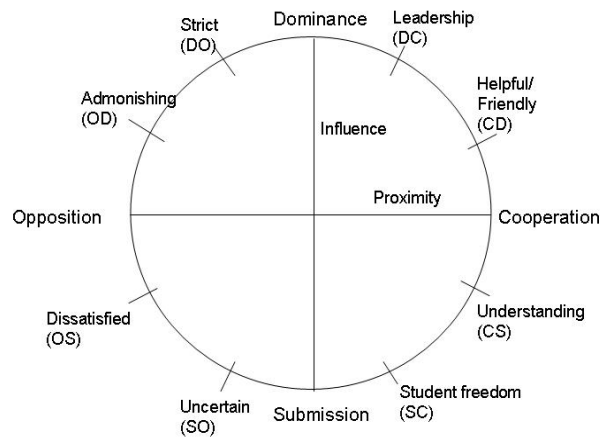


FIGURE 1
The Model for Interpersonal Teacher Behavior

The QTI was first developed by Wubbels and his colleagues in 1985 in the authors' native language, Dutch, for use in the teacher education project at the Utrecht University, the Netherlands (Wubbels, Creton & Hooymayers, 1985). In 1991, it was translated into English and used in the United States (Wubbels & Levy, 1991). QTI has a long (64 items) and a short version (48 items) with very close high reliability (See den Brok, 2001; Wubbels, 1993). The version we used in this study was the short one, which we believed was appropriate for the Thai context. The interpersonal teacher behavior that the QTI examines is in eight scales. They are Leadership Behavior (Lea), Understanding Behavior (Und), Uncertain Behavior (Unc), Admonishing Behavior (Adm), Helpful/Friendly Behavior (HFr), Student Responsibility and Freedom Behavior (SRe), Dissatisfied Behavior (Dis) and Strict Behavior (Str).

Studies in several countries have been conducted on the reliability of the QTI (Brekelmans, Wubbels & Creton, 1990; Fisher, Fraser & Wubbels, 1992; Wubbels & Levy, 1991). The reliability was found to be as follows:

TABLE 1
Reliability (Alpha Coefficient) for QTI-Scales on the Individual Level in
American (US), Australian (A) and Dutch (D) Samples

	<i>US</i>	<i>A</i>	<i>D</i>
	(1606)	(72)	(1105)
Leadership	0.80	0.83	0.83
Helpful/Friendly	0.88	0.85	0.90
Understanding	0.88	0.82	0.90
Student Responsibility/Freedom	0.76	0.68	0.74
Uncertain	0.79	0.78	0.79
Dissatisfied	0.83	0.78	0.86
Admonishing	0.84	0.80	0.81
Strict	0.80	0.72	0.78

Many studies used QTI to assess students' perceptions of their teachers' interpersonal behavior, for example, the study in Singapore (Fisher, Richards, Goh & Wong, 1997; Goh & Fraser, 1998), the study in Korea (Kim, Fisher & Fraser, 2000) and the study in Australia (Fisher, Henderson & Fraser, 1995). These studies agreed that the quality of the interaction between teachers and students is an important determinant of students' achievement and attitudes (Soerjaningsih, Fraser & Adlridge, 2001).

Many studies have shown that interpersonal teacher behaviors are strongly related to students' outcomes (den Brok, 2001; den Brok, Levy, Rodriguez & Wubbels, 2002; Fisher & Waldrup, 1999; Henderson, Fisher & Fraser, 2000; Scott, 2001; Wubbels, 1993). Wubbels (1993) conducted a study in Australia and the Netherlands in order to make clear the relationship between interpersonal teacher behavior and students' achievement in English and attitudes toward learning English. He found that students' perceptions of interpersonal teacher behavior appear to account for a large amount of the differences in outcomes between classes of the same ability level. Perceptions accounted for 70% of the variability in students' achievement and for 55% of variability in attitudes. He also found that interpersonal teacher behaviors were strongly related to student outcomes (either positively or negatively). In addition, he showed in that article that interpersonal teacher behavior was an important aspect of the learning environment. Richards and Fisher (1996)

collected data from 4000 students in 185 science or mathematics classes spread approximately equally between grades 8, 9 and 10, in 42 different schools in Australia. They claimed significant correlation between interpersonal teacher behavior and students' outcomes.

The present study was to examine the relationship between interpersonal actual and ideal teacher behavior (with the help of the *QTI*) and student outcomes - attitudes and achievement (with the help of the *Attitudes toward Learning English Questionnaire* and the *Achievement Test*). The researchers were trying to reveal what an "ideal" teacher is like.

More specifically, the researchers were trying to address the following research questions:

1. To what extent was actual interpersonal teacher behavior (8 scales) related to student outcomes (attitudes and achievement)?
2. To what extent was ideal interpersonal teacher behavior (8 scales) related to student outcomes (attitudes and achievement)?
3. To what extent did teacher behavior really affect student performance?
4. To what extent did students learn more from teachers they got on well with?
5. What are the characteristics of an 'Ideal Teacher' in terms of eight scales (Leadership Behavior, Understanding Behavior, Uncertain Behavior, Admonishing Behavior, Helpful/Friendly Behavior, Student Responsibility and Freedom Behavior, Dissatisfied Behavior, and Strict Behavior)?
6. Were interpersonal actual and ideal teacher behaviors useful predictors for students' outcomes (attitudes toward learning English and English achievement)?

THE DEFINITIONS OF TERMS

This study uses the following terms with the following definitions:

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- Interpersonal Teacher Behavior: teacher behavior as perceived by the students
- Actual Interpersonal Teacher Behavior: actual teacher behavior as perceived by the students
- Ideal Interpersonal Teacher Behavior: teacher behavior preferred by the students
- Classroom interaction: the interaction between the students and teachers in the classroom
- Student Outcomes: students' scores in the Achievement Test of English and their attitudes toward learning English

METHODOLOGY

For this study, a sample of 291 students was chosen from the 11th grade student population in the lower northern part of Thailand, using the stratified random sampling method. Three instruments were used: the *Questionnaire on Teacher Interaction* (QTI, Wubbels et al, 1991) for assessing students' perceptions of their EFL teachers' interpersonal behavior, the *Attitudes toward Learning English Questionnaire* for assessing students' attitudes, and the *Achievement Test* from the 1990 National College Entrance Examination for assessing students' achievement in English. Both the QTI and the *Attitudes toward Learning English Questionnaire* were translated into Thai by an expert, and the face validity of both questionnaires was checked by three more experts, with some minor modifications made.

In order to check the reliability of the QTI Thai version, *Achievement Test* and *Attitudes toward Learning English Questionnaire*, the researchers conducted a pilot study with 65 students from the population. The reliability (Alpha Coefficient) for the *Achievement Test* and the *Attitudes toward Learning English Questionnaire* was 0.75 and 0.7101 respectively. The reliability for each behavior was as follows:

TABLE 2
Reliability for Each Scale

Scales	Reliability
Leadership	0.3283
Helpful/Friendly	0.6075
Understanding	0.2585
Student Responsibility/Freedom	0.5151
Uncertain	0.6142
Dissatisfied	0.2772
Admonishing	0.4654
Strict	0.4608
Whole QTI	0.6859

The students also gave some constructive opinions and some modifications were made accordingly.

After the face validity and reliability of the instruments had been established, the researchers administrated all three instruments to the students.

The researchers used the Statistical Package for the Social Sciences (SPSS, 10.0) to apply multiple correlation analysis and multiple regression analysis to examine the relationship between interpersonal teacher behavior and students' outcomes.

RESULTS

The researchers would like to present the findings in the order of the research questions:

1. To what extent was actual interpersonal teacher behavior (8 scales) related to student outcomes (attitudes and achievement)?

TABLE 3
Simple Correlation Coefficients Between Actual Interpersonal Teacher Behavior and Student Outcomes

<i>Scales</i>	<i>Attitudes</i>	<i>Achievement</i>
Lea 1	0.027	-0.041
Und 1	-0.052	-0.089
Unc 1	0.072	-0.022
Adm 1	0.053	-0.008
HFr 1	-0.072	-0.1
Sre 1	-0.001	0.009
Dis 1	0.031	0.06
Str 1	0.154*	0.005

Note: Lea 1 = Actual Leadership Behavior; Und 1 = Actual Understanding Behavior; Unc 1 = Actual Uncertain Behavior; Adm 1 = Actual Admonishing Behavior; HFr 1 = Actual Helpful/Friendly Behavior; Sre 1 = Actual Student Responsibility and Freedom Behavior; Dis 1 = Actual Dissatisfied Behavior; Str 1 = Actual Strict Behavior

Among all the correlation coefficients, only the correlation between Actual Strict Behavior and attitudes was significant at the .05 level.

2. To what extent was ideal interpersonal teacher behavior (8 scales) related to student outcomes (attitudes and achievement)?

TABLE 4
Simple Correlation Coefficients Between Ideal Interpersonal Teacher Behavior and Student Outcomes

<i>Scales</i>	<i>Attitudes</i>	<i>Achievement</i>
Lea 2	-0.098	-0.041
Und 2	-0.025	-0.045
Unc 2	-0.033	-0.11
Adm 2	-0.011	-0.108
HFr 2	-0.08	0.008
Sre 2	-0.07	-0.019
Dis 2	-0.035	0.000
Str 2	-0.023	-0.068

Note: Lea 2 = Ideal Leadership Behavior; Und 2 = Ideal Understanding Behavior; Unc 2 = Ideal Uncertain Behavior; Adm 2 = Ideal Admonishing Behavior; HFr 2 = Ideal Helpful/Friendly Behavior; Sre 2 = Ideal Student Responsibility and Freedom Behavior; Dis 2 = Ideal Dissatisfied Behavior; Str 2 = Ideal Strict Behavior

None of the correlation between interpersonal teacher behaviors and students' outcomes (attitudes or achievement) was significant at the .05 level.

3. To what extent did teacher behavior really affect student performance?
4. To what extent did students learn more from teachers they got on well with?

From the above data and calculations, the findings were clear: only actual strict teacher behavior affected students' attitudes toward learning English, but no actual behaviors affected students' English achievement. No ideal behaviors affected students' outcomes. The correlation between actual strict teacher behavior and students' attitudes was significant at the .05 level. The researchers noticed that some students got on well with their teachers, judging from their high grades for the teachers' performance, but the students' scores on achievement were still very low.

5. What were the characteristics of an 'Ideal Teacher' in terms of eight scales (Leadership Behavior, Understanding Behavior, Uncertain Behavior, Admonishing Behavior, Helpful/Friendly Behavior, Student Responsibility and Freedom Behavior, Dissatisfied Behavior, and Strict Behavior)?

TABLE 5
Mean Standard Deviations and t- values for Actual and Ideal Interpersonal Teacher Behavior and the Significance of their Difference

	<i>Lea</i>	<i>Und</i>	<i>Unc</i>	<i>Adm</i>	<i>HFr</i>	<i>Sre</i>	<i>Dis</i>	<i>Str</i>
Actual mean	16	15	8	9	17	13	7	15
SD	2.24	3.94	2.93	3.10	3.66	2.79	2.88	3.77
Ideal mean	22	22	6	5	21	17	4	13
SD	2.18	1.84	2.64	1.95	2.74	2.81	2.67	3.00
t- value	-34.592	-27.228	7.849	15.592	-16.038	-17.223	11.670	8.152
Dependent t test sig.(2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000

It was clear that Thai students gave higher scores for ideal than for actual teacher behaviors that were considered desirable (Lea, Und, HFr and Sre),

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and lower scores for ideal than for actual teacher behaviors that were considered undesirable (Unc, Adm, Dis and Str). The differences between each actual and each ideal teacher behavior are significant at the .01 level.

6. Were actual and ideal teacher behaviors useful predictors for students' outcomes (attitudes and achievement)?

Only strict actual teacher behavior (Str1) was a useful predictor for attitudes toward learning English. There was no useful predictor for students' English achievement. Strict actual teacher behavior could explain 2.34 percent of attitude variance. The 8 scales of actual behavior could co-explain only 3.72 percent of attitude variance and 2.46 percent of achievement variance. In addition, the 8 scales of ideal behavior could co-explain only 2.37 percent of attitude variance and 2.31 percent of achievement variance.

TABLE 6
Standardized Regression Coefficients (Beta) for Actual Interpersonal Teacher Behavior and Students' Outcomes (Attitudes and Achievement)

<i>Scales</i>	<i>Attitudes</i>	<i>Achievement</i>
Lea 1	.034	-.037
Und 1	-.059	-.082
Unc 1	.058	-.029
Adm 1	.032	-.027
HFr 1	-.055	-.111
Sre 1	.014	.071
Dis 1	-.005	.059
Str 1	.153*	-.006
Multiple correlation (R)	0.193	0.157

*p < .05

TABLE 7
Standardized Regression Coefficients (Beta) for Interpersonal Ideal Teacher Behavior and Students' Outcomes (Attitudes and Achievement)

<i>Lea 2</i>	-.100	-.037
Und 2	.002	-.041
Unc 2	-.021	-.091
Adm 2	-.015	-.070
HFr 2	-.076	.007
Sre 2	-.065	-.014
Dis 2	-.052	.017
Str 2	-.024	-.062
Multiple correlation (R)	0.154	0.152

DISCUSSION AND CONCLUSION

The studies with QTI were predominantly conducted in a similar classroom domain, i.e. science, mathematics, physics or biology. Only one study dealt with English as Foreign Language (EFL) students (den Brok, 2001, which he claimed was in the ESL context). QTI versions exist in English, Dutch, German, Hebrew, Russian, Slovenian, Swedish, Finnish and Chinese (Singapore) (Wubbels, Brekelmans, van Tartwijk & Admiraal, 1997). No Thai version had been reported to the owners of the questionnaire and few, if any, studies with QTI had been conducted in Thailand. Thus, the present study might provide a picture of the ideal teacher in the perceptions of Thai students and of the relationship between interpersonal EFL teacher behavior and students' outcomes.

There were many difficulties in conducting research on measuring students' attitudes and their achievement. How students acted, thought, and felt provided criteria for learning outcomes. Error was introduced into a study of teaching effectiveness when an achievement test did not adequately measure the knowledge and skills that the teacher attempted to teach. Difficulties could arise whether the researchers designed their own test or chose to use a nationally standardized published test. Nationally standardized tests of educational development introduce error because they often measure

knowledge, skills, or perceptions that the teacher did not necessarily intend to teach. Obviously experiences outside the classroom could influence the students' performance on such tests. So the real relationship between the students' outcomes and teaching behavior was not clear.

The difficulties in measuring attitudes need to be considered. Student attitudes toward a teacher and toward schoolwork were usually measured less effectively than measuring achievement. The most obvious difficulties arose when these attitudes developed from experiences over which a classroom teacher had no control. The attitudes of most students were greatly influenced by earlier experiences with parents, other teachers, peer relationships and so on.

As far as the first finding is concerned and based on the data obtained, actual interpersonal teacher behavior (Strictness) was significantly related to attitudes at the .05 level. No other actual teacher behaviors (7 scales) and student outcomes (attitudes and achievement) were significantly related. This might suggest that, in the Thai context, students like teachers with strict behavior.

Finding two indicated that ideal teacher behaviors (8 scales) and student outcomes (attitudes and achievement) were not significantly related. The students indicated the ideal teacher behaviors that they believed were the best. But dull students could still identify ideal teachers' behaviors without caring their own achievement.

From the analysis of the data, finding three showed that strict actual teacher behavior affected students' attitudes toward learning English significantly, but no other behavior affected students' outcomes.

Finding five, the differences between each actual and each ideal teacher behavior are significant at the .01 level. That indicates that in the Thai context students agreed that the ideal English teacher should be a strong leader, more understanding, more helpful and friendly, and give more responsibility and freedom to the students, and the ideal teacher should be less uncertain, less admonishing, less dissatisfied and less strict. This was in accordance with the findings in Wubbels (1993).

Finding six showed that only strictness was a useful predictor for students' attitudes toward learning English, where it could explain 2.37 percent. No other actual and ideal interpersonal teacher behavior was a useful predictor for students' outcomes (attitudes and achievement). The findings were surprising according to table 5 since they were different from previous studies (e.g. Wubbels, 1993). They imply that if we were going to increase 1 unit of attitudes toward learning English, we would increase actual behavior of Lea .034 unit, Unc .058 unit, Adm .032 unit, Sre .014 unit and Str .153 unit but would decrease Und .059 unit, Hfr .055 unit and Dis .005 unit. These predictors could co-contribute to explain 2.85 percent of attitudes toward learning English. If we were going to increase 1 unit of English achievement we would increase actual behavior of Sre .071 unit, and Dis .059 unit but would decrease Lea .037 unit, Und .082 unit, Unc .029 unit, Adm .027 unit, Hfr .111 unit and Str .157 unit. These predictors could co - contribute to explain 2.85 percent of English achievement.

Table 6 was also surprising. It implied that if we are going to increase 1 unit of attitudes toward learning English, we would increase ideal behavior of Und .002 unit but would decrease Lea .100 unit, Unc .021 unit, Adm .015 unit, Hfr .076 unit, Sre .065 unit, Dis .052 unit and Str .024 unit. These predictors could co- contribute to explain 2.37 percent of attitudes toward learning English. If we were going to increase 1 unit of achievement, we would increase ideal behavior of Hfr .007 unit and Dis .017 unit but would decrease Lea .037 unit, Und .041 unit, Unc .091 unit, Adm .070 unit, Sre .014 unit and Str .062 unit. These predictors could co-contribute to explain 2.31 percent of attitudes towards learning English.

SUGGESTIONS FOR FURTHER STUDY

There remain some interesting aspects that should be considered for further study.

1. The findings of this study are different from those of many other studies conducted in other countries. More studies are needed to investigate the relationship between interpersonal teacher behavior and students' outcomes in the EFL context.
2. Replication of the study should be conducted in more schools with more subjects in order to generalize the research findings to a larger population.
3. Student gender should be considered as a variable in further research, since boys and girls might have different attitudes toward learning English and different perceptions of interpersonal teacher behavior.
4. Grade levels of students might need to be considered as a variable in further study. In the present study, only 11th grade students had been included, which might have made the sample too homogeneous and its reliability only moderate.

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APPENDIX A
Attitudes toward Learning English Questionnaire

Instructions: This questionnaire contains 10 statements about learning English. You will be asked what you think about these statements. There is no ‘right’ and ‘wrong’ answer. Your opinion is what is wanted. Although some statements in this test are fairly similar to other statements, you are asked to indicate your opinion about all statements.

For each statement, check an appropriate column.

- SA if you **STRONGLY AGREE** with the statement
- A if you **AGREE** with the statement
- N if you are not sure
- D if you **DISAGREE WITH THE STATEMENT**
- SD if you **STRONGLY DISAGREE** with the statement

	SA	A	N	D	SD
Learning English is fun.....
I don't like learning English.....
School should have more hours in learning English....
I feel bored in English classes.....
Leaning English is waste of time.....
I enjoy learning English.....
I like to watch movies in English.....
I like to read cartoons in English.....
I like to join English club.....
I like to talk with foreigners in English.....

Note: 1. For the questionnaire scorers only: Please score items 2, 4 and 5 in reverse scores.

2. Source: original.

APPENDIX B

English Achievement Test

(Adopted from 1990 National College Entrance Examination of Thailand: English Test)

A. Interviewing

Directions: Sinjai, a high school graduate, is applying for a job as a flight attendant. Choose the most appropriate alternative for each blank in the interview.

Interviewer: Could you tell us something about your past education?

Sinjai: I completed high school at Panyachol School in 1987. Since then I have studied English at the A.U.A.

Interviewer: -----1-----?

Sinjai: Sociology and languages were the subjects I liked most. They were the only subjects I got an "A" in.

Interviewer: Do you speak any other foreign languages?

Sinjai: Yes. -----2----- I can speak it fairly well.

Interviewer: Have you ever been abroad?

Sinjai: Yes. I spent a year as an AFS student in the United States. It was a very useful experience for me.

Interviewer: -----3-----?

Sinjai: I think it's a fascinating job where I have a chance to meet interesting people and do a lot of travelling.

Interviewer: -----4-----?

Sinjai: Last summer I worked as a tour guide for foreigners. I had the opportunity to practice my English and German. And I had a great time making friends.

Interviewer: Great. Well. -----5----- Thank you very much for coming to the interview.

1.
 - a. Did you like sociology and languages
 - b. In which subjects did you get an “A”
 - c. What were your favorite subjects at school
 - d. Which languages did you complete

2.
 - a. My spoken Thai is excellent
 - b. I can speak English fluently
 - c. I know another foreign language
 - d. For several years I took German

3.
 - a. Do you like fascinating jobs
 - b. What attracts you to this job
 - c. Is there a chance to meet people in this job
 - d. How useful is travelling in your opinion

4.
 - a. Have you ever been a tourist
 - b. Have you worked for any airlines
 - c. Have you ever met any foreigners
 - d. Have you any relevant experience

5.
 - a. that's enough for the interview
 - b. I don't want any more questions
 - c. this is the end of the question
 - d. I think that's all for the moment

B. Asking for and giving information

Directions: Choose the appropriate alternative for each blank in this conversation.

At a bus stop

- A tourist: Excuse me. I'm trying to get to the Victory Monument.
-----6-----?
- A student: Well, any bus except Number 4. Number 4 turns off at Siam Square and goes down Phyathai Road.
- A tourist: -----7-----?
- A student: About every five minutes. There'll be one along in a few minutes.
- A tourist: Fine. -----8-----?
- A student: About fifteen minutes. It's not very far.
- A tourist: Thank you very much. I'm sure -----9-----.
- A student: You're welcome.

6.
 - a. Where are the buses going
 - b. How do I take a bus
 - c. Can I take any bus
 - d. Are the buses running

7.
 - a. How many minutes do the buses take
 - b. How long do the buses go
 - c. How much time do the buses stay
 - d. How often do the buses run

8.
 - a. How long will it take
 - b. How much time shall I have
 - c. When shall I find it
 - d. What time will it come

9.
 - a. I appreciate it
 - b. I'll manage
 - c. I can take it
 - d. I'm right

C. Changing Arrangements

Directions: Choose the most appropriate alternatives to complete this conversation.

- Operator: I have a person-to-person call for Miss Wilaiwan from London.
Wilaiwan: This is Wilaiwan speaking. -----10-----.
Operator: Go ahead please, caller.
Jane: Wilaiwan? This is Jane. Can you hear me? How are you?
Wilaiwan: Yes, Jane, ---11---, I'm fine. Are you all right?
Jane: Yes, of course. Listen, it's about my arrival. The flight's been changed. It's Friday at 0810, not Thursday, Flight BA 009. Is that OK?
Wilaiwan: Sorry, Jane. Something's wrong with the line. -----12-----?
You said there's a change of flight. -----13-----?
Jane: Friday, at eight-ten.
Wilaiwan: Friday, ten past eight in the morning. -----14-----?
Jane: BA. Flight 009. -----15-----?
Wilaiwan: BA 009. Right. ----16----- . We'll be there just the same.
-----17----- .
Jane: That's really kind of you. -----18----- . It all happened at the last moment. See you soon.
Wilaiwan: See you Jane. Bye.

10. a. Please put it through.
b. Who are you calling?
c. Please give me a call.
d. What's the message?
11. a. that's all right
b. loud and clear
c. easy and well

d. never mind

12.
 - a. Do you speak clearly
 - b. Did you speak
 - c. Are you speaking softly
 - d. Can you speak up

13.
 - a. When do you leave
 - b. What's changing
 - c. When are you arriving
 - d. What time do you have

14.
 - a. What day
 - b. A.m. or p.m.
 - c. Before or after
 - d. Which airline

15.
 - a. Do you agree
 - b. Did you get that
 - c. Will you answer
 - d. Can you find it

16.
 - a. No problem
 - b. Don't mention it
 - c. Of course not
 - d. That's impossible

17.
 - a. Nice to meet you
 - b. Good to have seen you
 - c. Hope to meet you
 - d. Be seeing you soon

18. a. Wish you could help
b. Apologies for not coming
c. Sorry about the change
d. Trust you can be there

D. Consultation

Directions: Choose the appropriate alternative for each blank in this conversation.

At Rattanakosin Hospital

- Doctor Aree: Good morning. How are you today?
Mr. Brown: Good morning. Doctor. -----19-----.
Doctor Aree: Well, what's bothering you?
Mr. Brown: I have a terrible headache and a high fever. -----20-----.
Doctor Aree: This pain in you head, what kind is it?
Mr. Brown: It's very sharp pain. But it comes and goes.
Doctor Aree: How long have you had it?
Mr. Brown: Oh, several weeks now, I suppose. -----21-----, I thought it was just the flu. But the pain keeps coming back.
Doctor Aree: I see. And you say you have a temperature?
Mr. Brown: That's right. -----22-----.
Doctor Aree: Have you taken any medicine?
Mr. Brown: Oh, just aspirin.
Doctor Aree: You also mention you often feel nauseous. Do you sometimes vomit?
Mr. Brown: Yes. It just happened yesterday, and, by the way there was blood in the vomit. -----23-----?
Doctor Aree: I'm not sure. We'll have to wait and see. When did you have your last medical check-up?
Mr. Brown: Three years ago. Is it cancer, Doctor?

Doctor Aree: -----24----- . What you need now is a complete check up and an x-ray.

Mr. Brown: -----25-----?

Doctor Aree: We'll have to wait for the results before I can give you a diagnosis.

Mr. Brown: Thank you very much, Doctor.

Doctor Aree: You're welcome. And don't worry.

19. a. Fine thanks, and you?
b. How are you today?
c. Nothing much, really.
d. I feel awful.
20. a. I used to have the flu
b. I often feel nauseous, too
c. I think it is an illness
d. I'm in continuous pain
21. a. At first
b. Lately
c. At once
d. Finally
22. a. But it is only normal
b. It started two days ago
c. I used it to measure my fever
d. It was a very hot day
23. a. Was that right
b. Are you sure
c. Is it serious
d. Am I sick

24. a. You might be
b. Nothing wrong
c. Let's hope not
d. Most probably
25. a. How do you know
b. When can I find out
c. Why must I do that
d. What will that be

Answers to the English Achievement Test

1.c 2.d 3.b 4. d 5.d 6.c 7.d 8.a 9.c 10.a 11.b 12.d
13.b 14.d 15.b 16.a 17.c 18.c 19.d 20.d 21.a 22.b 23.c 24.c
25.b

APPENDIX C

Questionnaire on Teacher Interaction Behavior (QTI)

(Adopted from Wubbels, 1993)

1. This questionnaire doesn't ask you to evaluate your teacher but ask you to describe your teacher's actual behavior and your ideal teacher behavior.
2. There is no 'right' or 'wrong' answer. Your opinion is what is wanted.
3. This questionnaire has 48 statements about the teacher. For each statement, you need to check two times for each statement. For example:

	Actual behavior					Ideal behavior				
	Never	Always				Never	Always			
This teacher explains things clearly.	0	1	2	3	4	0	1	2	3	4

If you check 2 in the actual behavior and 4 in the ideal behavior, that means this teacher's explanation is at an average level and your ideal teacher would always explain things clearly.

4. If you understand all the steps, please answer all 48 items, two times for each.
 School _____
 lass _____

	Actual behavior					Ideal behavior				
	Never	Always				Never	Always			
	0	1	2	3	4	0	1	2	3	4

1. This teacher talks enthusiastically about her/his subject.
2. This teacher trusts us.
3. This teacher seems uncertain.
4. This teacher gets angry unexpectedly.
5. This teacher explains things clearly.
6. If we don't agree with this teacher, we can talk about it.
7. This teacher is hesitant.
8. This teacher gets angry quickly.
9. This teacher holds our attention.
10. This teacher is willing to explain things again.

-
11. This teacher acts as if she/he does not know what to do.
 12. This teacher is too quick to correct us when we break a rule.
-
13. This teacher knows everything that goes on in the classroom.
 14. If we have something to say, this teacher will listen.
 15. This teacher lets us boss her/him around.
 16. This teacher is impatient.
-
17. This teacher is a good leader.
 18. This teacher realizes when we don't understand.
 19. This teacher is not sure what to do when we fool around.
 20. It is easy to pick a fight with this teacher.
-
21. This teacher acts confidently.
 22. This teacher is patient.
 23. It's easy to make a fool out of this teacher.
 24. This teacher is sarcastic.
-
25. This teacher helps us with our work.
 26. We can decide some things in this teacher's class.
 27. This teacher thinks that we cheat.
 28. This teacher is strict.
-
29. This teacher is friendly.
 30. We can influence this teacher.
 31. This teacher thinks that we don't know anything.
 32. We have to be silent in this teacher's class.
-
33. This teacher is someone we can depend on.
 34. This teacher lets us fool around in class.
 35. This teacher puts us down.
 36. This teacher's tests are hard.
-
37. This teacher has a sense of humor.
 38. This teacher lets us get away with a lot in class.
 39. This teacher thinks that we can't do things well.
 40. This teacher's standards are very high.
-
41. This teacher can take a joke.
 42. This teacher gives us a lot of free time in class.
 43. This teacher seems dissatisfied.
 44. This teacher is severe when marking papers.
-
45. This teacher's class is pleasant.
 46. This teacher is lenient.
 47. This teacher is suspicious.
 48. We are afraid of this teacher.
-