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English as a Second Language (ESL) Students' Perception of Effective Instructors in the LEAP Program at Marshall University

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**ENGLISH AS A SECOND LANGUAGE (ESL) STUDENTS' PERCEPTIONS
OF EFFECTIVE INSTRUCTORS
IN THE LEAP PROGRAM AT MARSHALL UNIVERSITY**

A Thesis submitted to
The Graduate College of
Marshall University

In partial fulfillment of
the requirements for the degree of
Education Specialist
in Adult and Technical Education

by
Tam Thi Thanh Vo

Approved by
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Marshall University
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DEDICATION

I would like to dedicate this work to my husband, family, friends, committee members, and all of the students in LEAP program and in the TEFL program in ATE department that helped with the completion of this study. Without their support this study would not have been possible.

Especially, I would like to dedicate this to my advisor, Laura Wyant; without her support and guidance throughout the years I do not believe I would have had the strength or courage to complete this thesis.

ACKNOWLEDGMENTS

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ABSTRACT

English as a Second Language (ESL) Students' Perceptions
of Effective Instructors in the LEAP Program at Marshall University

by Tam Thi Thanh Vo

This study explored the perception of English as Second Language (ESL) learners toward characteristics of effective ESL instructors. Specifically, this study examined the perception of thirty ESL learners in the Learning English for Academic Purposes (LEAP) Program at Marshall University and ten ESL graduate students studying Teaching English as a Foreign Language (TEFL) Program in Adult and Technical Education (ATE) Department at Marshall University concerning what they perceive to be good qualities and characteristics of ESL instructors. A quantitative research methodology was utilized. In 2010, during the second week of March, the survey was administered to both LEAP students and ESL ATE students. The findings suggested that the ESL students highly value respect and rapport from their instructors. The research indicated that it is important to them that their teachers explain everything clearly, engage students in learning, and care about their students. This study will be helpful in the pre-service training of instructors to work with adult ESL students in a learning environment.

CHAPTER 1: INTRODUCTION

In today's global economy, more and more people of diverse backgrounds desire a higher education. Although teaching concepts are often refined, the standards and evaluation of teaching performance must be improved to meet the demand and needs of a diverse student population. Research has been conducted to discover methods of identifying the characteristics of a good teacher and to effectively evaluate teaching performance. However, limited research has focused on the perception of international students studying in English language courses.

Facts about international students studying in the United States (U.S.)

As of November 15, 2010, the Institute of International Education (IIE) with support from the U.S. Department of State's Bureau of Educational and Cultural Affairs published the *Open Doors 2010* report that said that the number of international students who chose to study in the United States increased by 3% to 690,923 during the 2009/10. It also reported that each of 186 campuses in the U.S. hosted more than 1,000 international students. According to Ann Stock, Assistant Secretary of State for Educational and Cultural Affairs, the United States is "the preferred destination for international students looking for an outstanding education. International enrollments in U.S. higher education institutions are at the highest levels ever" (Remarks at the Release of the 2010 Open Doors Report, 2010). She also stated:

> American colleges and universities have attracted a record number of international
> students for the 2009-2010 academic years. The State Department, through partnerships
> with U.S. colleges and universities, has made it a priority to reach out to talented
> international students, particularly students from disadvantaged backgrounds. A global
> education prepares them to become leaders in their own countries and societies.

"The United States continues to host more international students than any other country in the world", said Allan Goodman, President and CEO of the Institute of International Education. According to U.S. Department of Commerce, international students paying for their tuition and living expenses contributed nearly $20 billion to the U.S. economy (Open Doors, 2010). "International students provide significant revenue not just to the host campuses but also to local economies of the host states for living expenses, including room and board, books and supplies, transportation, health insurance, support for accompanying family members, and other miscellaneous items."

USA Study Guide (n.d.) said that international students make up 4% of the total US undergraduate population and 10% of the US graduate students attending institutions of higher learning. In the US there are many world renowned, high ranking institutions. These schools, colleges, and universities offer various study options to international students, geared to prepare them for future careers. Completing their study in the US, international students have a greater chance in finding a high-paying job (USA Study Guide, n.d.).

The USA Study Guide (n.d.) also lists a summary of some main benefits of higher education in the United States. Among the benefits listed are the opportunity to attend "world class learning institutions, endless study choices, worldwide recognition, supporting industries, training and research, people and culture, technology, flexibility, campus experience, and global focus" (USA Study Guide, n.d.).

The Institute of International Education (IIE) has compiled data from the National Center for Education Statistics about international students in the United States, stating in the Open Doors 2010 Fast Facts that the number of students enrolling for the first time at an institution in the US in Fall 2009 had increased by1.3% over the previous year. The total number of new

international students who enrolled for the first time in an institution for the year 2009-2010 was 202,970, reflecting a 1.3% increase over the previous year, with the number of international students in the United States increasing from 200,460 students in 2008-2009 to 202,970 in 2009-2010. Also, from the Open Doors 2010 Fast Facts (the annual report on international education published by the Institute of International Education), 52% of all international students in the US come from India, China, South Korea, Japan, and Canada. Among the 25 top places of origin, the number of students from China showed the highest increase (29.9%) from 98,235 in 2008-2009 to 127,628 in 2009-2010. The University of Southern California in Los Angeles, California had the largest number of international students (7,987) in 2009-2010. Intensive English Language was one of the top ten most popular fields of study for international students in 2009-2010 with 26,075 currently enroll international students, 8.6% decrease from the year 2008-2009 which had 28,524 international students.

Marshall University LEAP Program

According to the quick facts at MU's website, Marshall University (MU) was founded in 1837. It currently is a medium-sized public university with 14,196 students enrolled (including 10,020 undergraduate students and 4,176 graduate students). The University has about 500 international students who come from over fifty countries around the world. MU offers 74 undergraduate majors with 96 areas of specialization and 50 master's programs (Marshall University, Office of Recruitment, 2010), 5 doctoral programs, 2 Education Specialist degrees, and 37 certificate programs through its twelve colleges and schools, which include the Lewis College of Business, the College of Education, the College of Fine Arts, the College of Information Technology and Engineering, the College of Liberal Arts, the College of Health

Professions, the Honors College, the College of Science, the School of Journalism and Mass Communications, University College, the Graduate College, and the School of Medicine (Marshall University General Undergraduate Catalog 2011-2012, p. 9). The Marshall University catalog cited the words of a Marshall undergraduate, "The professors here are concerned with helping the student. If you make the effort to approach them, they are willing to go to great lengths to assist you" (Marshall University General Undergraduate Catalog 2011-2012, p. 11). As reported by *U.S. News & World Report*, 2011, the Graduate College of Marshall University is ranked 17th among public universities in the South (Marshall University Graduate Catalog 2011-2012, p. 11).

Seeking degrees at Marshall University, international students must have all high school, college or university academic credits and grades evaluated from credential evaluating services. In addition, they have to submit evidence of proficiency in the English language by one of these: The test of English as a Foreign Language (TOEFL) with a minimum score of 500 (paper-based), or 61 (Internet-based), Michigan English Language Assessment Battery (MELAB) with 79 or above score, the International English Language Testing System (IELTS) with 6 or above, or completion of the advanced level of Marshall University's LEAP Intensive English Program, or the completion of an Intensive English program (level 112) of the English Language School (ELS), or a degree from an accredited school that uses English as a mean of instruction (Marshall University General Undergraduate Catalog 2011-2012, p. 25-26).

According to the Marshall University General Undergraduate catalog, the Marshall University Learning English for Academic Purposes (LEAP) Intensive English Program is designed to assist international students who intend to enroll at a US college or university but lack the English proficiency for admission to a degree program. The LEAP program offers small

year-round classes; spring semester begins in January, summer semester in June, and fall semester in August. Students who complete the advanced level of the LEAP Program can enroll in an undergraduate or graduate degree program at MU without the Test of English for a Foreign Language (TOEFL) score. The LEAP Intensive English Program is a member of the American Association of Intensive English Programs (AAIEP); thus, instructors in the LEAP Program are highly experienced, caring faculty with degrees in Teachers of English to Speakers of Other Languages (TESOL) or Applied Linguistics (Marshall University General Undergraduate Catalog 2011-2012, p. 26).

The LEAP Intensive English program has three levels of instruction to support international students improvement of their English and academic skills before they enter a regular degree program. Depending on the students' placement test score (using the Michigan English Placement (EPT), which is a 100-item multiple-choice test that contains problems testing listening comprehension, grammar, vocabulary and reading), the students will take a beginning (level 107-score ranges 30-47), intermediate (level 108-score ranges 48-74), or advanced (level 109-score ranges 75-100) course of study. The LEAP students have 18 hours of classroom study per week. Their classes meet for 3 or 4 hours between 8:00 a.m. and 5:30 p.m. Monday through Friday. All of the classes are located on the ground floor of Morrow Library building. After completing LEAP 109 of the fall or spring semester, the students can enter an undergraduate program with a GPA of 2.67 (approximately 83%) and graduate program with a GPA of 2.79 (approximately 87%) at Marshall University without a TOEFL.

Purpose and objective of the study

At the present time, colleges, universities, and Marshall University are attempting to increase the number of international students studying abroad by meeting the needs of those international students. Educational facilities are striving to improve teaching performance and effectiveness, while acknowledging the importance of students' evaluations of instructors' performance efficacy.

The purpose of this study is to provide ESL instructors in the LEAP Program at MU with a clearer understanding of ESL international students' perceptions of certain teaching characteristics that promote their learning, and to gather data on what factors most greatly influence the instructors' teaching efficacy. Specifically, student evaluations used to assess effective teaching. Also, the findings of this study will be extremely helpful in pre-service training of instructors who work with adult ESL students in a learning environment. The perceptions of the international student, along with course results, will be used to determine the effectiveness of an instructor's teaching methods.

This study focus on these following specific objectives:

1. A description of respondents' characteristics

2. A description of the characteristics of an effective ESL instructor according to ESL students

3. A comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students

4. A comparison of male and female students' perceptions of effective teaching

5. An attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes

Significance of the study

International students who study abroad incur high tuition costs and live far from their home in an effort to receive a quality education in the US. In addition, they face many difficulties and trouble living in another country with cultural differences. For these reasons, their expectation levels are high to receive a better education than what they could get in their home country. Are the ESL instructors at Marshall University well-prepared for teaching these demanding students? Do they know what the expectations of international students are?

The researcher was unable to find previous research that focused on the perception of ESL students when evaluating the effectiveness of ESL instructors. This study will give instructors and administrative staffs more insight into what ESL students think are effective teaching methods and what characteristics they identify an effective ESL instructor. Using statistics involving the students' perceptions will be helpful to instructors and administrative staff in creating guidelines for evaluating teaching performance and developing curriculum in the field of ESL.

Retention is always an issue in any educational program and the LEAP Program is no different. It is important for the LEAP Program to retain students and help them stay healthy and happy while studying in the United States. The results of this study provide a tool for administrators to use in developing and evaluating the effectiveness of the LEAP Program. Concerning the importance of improving teaching performance to attract more students, Guskey (1988) stated: "This growing diversity among the students attending college classes, paired with pressure for greater accountability for the outcomes of education, has compelled many college teachers to reconsider not only the importance of what they are teaching, but also the effectiveness of their teaching methods and procedures (p. 3)."

Limitation of the study

The study is limited by the following factors: 1) the subjects in this study only include international students in LEAP 108 and LEAP 109 at Marshall University in Spring semester 2010 and students enrolled in the Teaching English as a Foreign Language Program in the Adult and Technical Education (ATE) Department at Marshall University; 2) the study is limited by the number of completed survey responses; 3) the information from the questionnaire may reflect the perspective of a group of students and may not represent all students; 4) one's viewpoint may change over time.

Definition of Terms

ESL students: international students who learn English as a second language in places where English is dominate language.

ESL instructors: both native and non-native English teachers who teach English to international students in English for Academic Purposes programs.

LEAP students: ESL students studying in Marshall University Learning English for Academic Purposes (LEAP) Intensive English Program

ATE students: (in this research context) students studying in Marshall University Adult and Technical Education Department focusing on Teaching English as a Foreign Language (TEFL) program

TOEFL: an acronym of "Test of English as a Foreign Language." TOEFL measures the ability of nonnative speakers of English to use and understand English as it is used in college and university settings. If international students do not get the minimum scores required by the program, they are required to take additional English courses.

TESOL: Teachers of English to Speakers of Other Languages

Item: a statement about activity that instructor use in teaching. There are 20 items using in the survey for this study

Effective teaching: the most effective teaching is that which results in the most effective learning (Yeats, n.d.)

Summary

This thesis includes five chapters. The first chapter introduces the origin of the research; the second reviews literature in the field. Research methods are described in chapter three, and the fourth chapter discusses the findings of the questionnaire data, pointing out the ESL students' perspective about effective instructors. The final part has the conclusions and recommendation for future research.

CHAPTER 2: LITERATURE REVIEWS

Different students have different learning styles, which depend on many aspects such as the student's basic characteristics, their native country, cultures, etc. When coming to classes, these students bring their own preferences, learning needs, learning abilities, and academic and personal experiences. Reid (1998) said that learning styles often are not perceived, they are internally based characteristics. Therefore, in order to reach the most effective language learning result, teachers should take into account the student's learning style and culture (especially ESL international students who come from various countries around the world). Corder (1977) stated, "In the end successful language teaching-learning is going to be dependent upon the willing co-operation of the participants in the interaction and an agreement between them as to the goals of their interaction. Co-operation cannot be imposed but must be negotiated (p. 3)."

Research on ideal instructors and good teaching

Many definitions of an effective teacher can be found in different studies and research. Ouyang (n.d.) at Kennesaw State University stated the following definitions in his teaching materials:

Definition #1: "An effective teacher is a good person who meets the community ideal for a good citizen, good parent, and good employee. He or she is expected to be honest, hardworking, generous, friendly, and considerate, and to demonstrate these qualities in their classrooms by being authoritative, organized, disciplined, insightful, and dedicated."

Definition #2: "An effective teacher is one who has an achievement-motivated personality with a strong commitment and rich teaching experiences. He or she is expected to

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have a motivation to teach, empathy towards children, and good records at college GPA and student teaching."

Definition #3: "An effective teacher is one who is concerned with students' learning outcomes. He or she is expected to demonstrate five key behaviors and five helping behaviors in teaching. Five key behaviors are: 1) lesson clarity, 2) instructional variety, 3) task orientation, 4) engagement in the learning process, and 5) student success. Five helping behaviors are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher affect (n.d.)."

Ouyang (n.d.) cited the following characteristics as attributes of an effective teacher:

- Takes personal responsibility for student' learning and has positive expectations for every learner.

- Matches the difficulty of the lesson with the ability level of the students and varies the difficulty when necessary to attain moderate-to- high success rates.

- Gives students the opportunity to practice newly learned concepts and to receive timely feedback on their performance.

- Maximizes instructional time to increase content coverage and to give students the greatest opportunity to learn.

- Provides direction and control of student learning through questioning, structuring, and probing.

- Uses a variety of instructional material and verbal and visual aids to foster use the student ideas and engagement in the learning process.

- Elicits responses from students each time a question is asked before moving to the next student or question.

- Presents material in small steps with opportunities for practice.

- Encourages students to reason out and elaborate upon the correct answer.

- Engages students in verbal questions and answers.

- Uses naturally occurring classroom dialogue to get students to elaborate, extend, and comment on the content being learned.

- Gradually shifts some of the responsibility for learning to the students-- encouraging independent thinking, problem solving, and decision-making.

- Provides learners with mental strategies for organizing and learning the content being taught (n.d).

According to Claxton and Murrell (1987), Schmeck (1988), Oxford (1990), Reid (1987), and Stapa (2000), many research studies have been conducted on educational psychology. And many learning style assessment instruments have been developed. Barkhuizen (1998) showed in his study on the learners' perceptions of ESL classroom teaching-learning activities in a South African context that teachers and students do not share the same perceptions. However, Feldman (1988) said that students and instructors had the same ideas about the traits of good teaching.

When students were asked to describe best teachers, Probst (2009) identified the following descriptions that students have used:

- Enthusiasm

- Preparation

- Punctuality

- Support and concern for students

- Consistency

- Politeness

- Firmness and control

- Does not play favorites

- Provides personal help

- Accepts individual differences

- Employs an effective delivery

- Does not make students lose face

- Has high expectations of class members

- Is humble

- Is fair

- Uses variety of learning activities, experiments, and allows for spontaneity

- Has a sense of humor; is relaxed

- Use of engaged time

- Use of text

- Keeps within 1-2 days of the scheduled course outline

- Field trips and other activities

- Does not always teach from a sitting or leaning position

- Interpersonal relationship with students

- Does not allow one or two students to monopolize or dominate the class

- Keeps accurate records of work completed, attendance, test results, and grades (2009)

When discussing about how effective instructors help to enhance ESL students' literacy skills, Brassell (2007) said:

- Show students what they mean when they give directions.

- Show students what they will be learning and doing.

- Build instructional context for students (realia, manipulative, etc.).

- Use a preview-review format.

- Modify their speech.

- Provide more wait-and-think time.

- Use idioms freely, but explain them when necessary.

- Use lots of synonyms, paraphrasing and summarizing.

- Check often for comprehension.

- Integrate students' interest, backgrounds and home country experiences into activities.

- Write in front of students.

- Offer students nontraditional assessment options.

- Keep expectations high but reasonable.

A student's ability to learn relies heavily on the instructors' performance. Many studies have set the goal of identifying the characteristics of an ideal instructor. Riley, Ryan, and Lifshitz (1950) pointed out that there are some important qualities for good teaching:

1. Systematic organization of subject matter

2. Good speaking ability

3. Ability to explain clearly

4. Ability to encourage thought

5. Sympathetic attitude toward students

6. Expert knowledge of subject

7. Enthusiastic toward subject

8. Fairness in making and grading tests

9. Tolerance toward student disagreement

10. Pleasing personality (p. 161)

Gadzella et al. (1977) share ideas of the common characteristics of an ideal professor among students, which involves the instructors not only having to master the subject they teach but also to show their interest in that subject. They should know and meet the needs of students, present materials in the ways that students can understand, and have a standard grading system.

There are many definitions of an effective instructor or teacher. According to Clark (1993), "Obviously, the definition involves someone who can increase student knowledge, but it goes beyond this in defining an effective teacher (p. 10)." Million (1987) stated that effective teachers design lessons and use methods of delivery that meet the students' needs. Vogt (1984) said that an effective teacher can provide instruction to all students no matter what their abilities are and still reach united instructional objectives and an effective study mode. Smith et al. (1994) stated, "Ideal professors are good speakers; they encourage interaction, move about the room, and vary their paralinguistic (p. 19)."

Swank, Taylor, Brady, and Frieberg (1989) stated that effective teaching is using an increase in academic questions while decreasing lecture and ineffective practices. Papanastasiou (1999) has a different idea that "no single teacher attribute or characteristic is adequate to define

an effective teacher (p. 6)". Clark (1993, p. 12) found that most authors keep measuring teaching effectiveness through student's achievement. Collins (1990) mentions that an effective instructor is committed to students and learning, responsible for managing students, and should be a member of the learning community. The instructor must know the subject matter and be able to think systematically about his/her own practice.

In *The Craft of Teaching*, Eble (1988) summarized the research on teaching effectiveness like this:

> Most studies stress knowledge and organization of subject matter, skills in instruction, and personal qualities and attitudes useful to working with students. If personal characteristics are emphasized in a particular study, good teachers will be singled out as… enthusiastic, energetic, approachable, open, concerned, imaginative, [with a] sense of humor. If the mastering of a subject matter and good skills are emphasized, good teachers are masters of subject, can organize and emphasize, clarify, point out relationships, can motivate students, pose and elicit questions and are reasonable, imaginative and fair in managing the details of learning (p. 21-22).

Suwandee (1994, p. 9) indicated ten traits students have identified to describe their "best" teachers:

1. Concern or respect for students (including friendliness)

2. Knowledge of subject matter

3. Stimulation of students' interest

4. Availability and helpfulness

5. Encouragement of questions and discussions

6. Ability to explain clearly

7. Enthusiasm for the subject or for teaching

8. Impartiality

9. Preparation for (and organization of) the course

10. Elocutionary (adapted from Feldman, 1976, p. 243-288)

Feldman (1988, p. 291-344) listed these important characteristics of good teachers:

1. Sensitivity and concern with class level and progress

2. Preparation and organization of the course

3. Knowledge of the subject

4. Enthusiasm (for the subject or for teaching)

5. Clarity and understandability

6. Availability and helpfulness

7. Fairness

8. Evaluation of students

9. Quality of examinations.

Colman (1981) found that the effective ESL teachers are teachers who learned a second language. Colman (1981) wrote, "We very quickly learned in training ESL teachers that those who are most effective are the people who have themselves learned a second language. They are much more likely to comprehend the struggles involved in acquiring a new tongue. They can empathize with the frustrations of beginning language learning. These people know that ESL students come with very different experiences than those that are usually anticipated by the programs of our traditional schools (p. 7)."

According to the English as a Second Language Handbook for Adult Education Instructors, California State Department of Education, Sacramento (1990), English instruction for ESL students is effective when it has the following characteristics:

1. High levels of comprehensibility

2. Low-anxiety situations

3. Content adjusted to match the students' developmental levels

4. A primary focus on the meaning or message rather than on structural or grammatical correctness, especially in the initial stages

5. Language lessons that correspond to the needs, interests, and desires of the students

6. Communicative interaction between the teacher and the students that promotes a negotiation of meaning (p. 11).

Concerning the qualities of effective ESL instructors, the English as a Second Language Handbook for Adult Education Instructors, California State Department of Education, Sacramento (1990) stated that the effective ESL instructor are "sensitive to the values and cultures of their students," "sensitive to the interests and needs of different age groups," "aware of different styles of learning," "consider the students' special needs, based on individual abilities and educational backgrounds," "willing to serve as counselors" and "want to be effective teachers (p. 13)."

Students and Student Ratings of Instructors

Teacher evaluation is not a new idea in the United States. Centra (1980) stated that student ratings are used widely in many colleges and university as a means to evaluate instructors. The students play a role in teacher evaluation. Through student evaluations, the instructors have some ideas about how to improve their job performance. Teachers get different information from students about their teaching performance. Evaluating university professors using paper-pencil instruments has become more and more common (Marsh & Roche, 1993; Rushton & Murray, 1985). Theall and Franklin (1990) said that, with valid questions and appropriate data-collection processes, instructors can get reliable and useful viewpoints. Students are good sources of feedback concerning areas that are closely related to them such as their

relationship with instructors, what they learned in class, the grading system, and the workload (Braskamp, Brandenburg, and Ory, 1984, p. 37-38).

According to Claxton and Murrell (1987), Schmeck (1988), Oxford (1990), Reid (1987), and Stapa (2000), research has been done on educational psychology. Many learning style assessment instruments have been developed. Barkhuizen (1998) showed in his study on the learners perceptions of ESL classroom teaching-learning activities in a South African context that teachers and students not share the same perceptions. However, Feldman (1988) said that students and instructors had the same ideas about the traits of good teaching.

Student evaluations of their instructors teaching ability provide the data on effective teaching characteristics. Many colleges and universities in the United States let students evaluate their teachers at the end of each semester or courses. Howe (1967) stated, "Students do pay for the instruction they receive; they are not simply a necessary evil to be tolerated as part of the educational endeavor, but are the purpose of it. The opinions of those who eat the pudding certainly ought to be considered if we wish to know how the pudding tastes (p. 260)." According to Murray (1994), student ratings can be used because they are reliable, relatively unbiased, and valid.

Concerning the benefits that student ratings can bring to an institution, Ory (2001) said that, thanks to student ratings, the instructors are motivated to improve their teaching by making improvements; they are rewarded for having excellent ratings. If they get low ratings, they can get help from others. When students give ratings, they can suggest some improvements in teaching, and the rating results are seen as a vehicle for change. However, Ory (2001) also mentioned that there are some unintended consequences that ratings may bring. In order to get higher ratings, some instructors may weaken the difficulty of the course or give students higher

grades. Some students might use their ratings to make discriminations between instructors. If these things happen, the collected data will be meaningless.

According to Pozo-Muñoz, C., Rebolloso-Pacheco, E., & Fernández-Ramírez, B. (2000), professors think that their students are not the best umpires on teaching quality because their evaluations may be based on physical appearance or their own view points. Cohen (1990) stated, "Negative attitudes toward student ratings are especially resistant to change, and it seems that faculty and administrators support their belief in student-rating myths with personal and anecdotal evidence, which [for them] outweighs empirically based research evidence (p. 124-125)."

Smith, Medendorp, Ranck, Morrison and Kopfman (1994) wrote:

Feldman (1988) provides an analysis of 18 studies in which he offers standardized rank orders of eighteen specific instructional dimensions in terms of their importance to students. These dimensions, or prototypical features, in their rank order are: (1) teacher's sensitivity to, and concern with, class level and progress; (2) teacher's preparation and organization of the course; (3) teacher's knowledge of the subject; (4) teacher's stimulation of interest in the course and its subject matters; (5) teacher's enthusiasm; (6) clarity and understandableness; (7) teacher's availability and helpfulness; (8) teacher's concern and respect for students and friendliness of the teacher; (9) perceived outcome or impact of instruction; (10) teacher's fairness, impartiality of evaluation, and quality of examinations; (11) nature and value of the course material, including its usefulness and relevance; (12) teacher's elocutionary skills; (13) nature, quality, and frequency of feedback from teacher to students; (14) teacher's encouragement of questions and discussions, and openness to opinions of others; (15) nature and usefulness of supplementary materials and teaching aids; (16) teacher's intellectual expansiveness and intelligence; (17) intellectual challenge and encouragement of independent thought; and (18) clarity of course objectives and requirements (p. 9).

CHAPTER 3: METHODOLOGY

Instrumentation (source, validation, and reliability)

This is a quantitative study, and data were collected through the use of an existing questionnaire. The questionnaire was developed by Dr. Deborah Reinhart Brown and used in her dissertation 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 Relationship between These Perspectives" in 2007. The instruments consist of 20 statements or items on teaching. The items were worded in such a way that was understandable to international students. The survey focused on the "classroom environment" and "instruction."

The questionnaire was in paper-and-pencil format. The items were on the left side of the paper, and the rating scales were on the right hand side. Directions on how to answer the questionnaire were provided at the beginning of the questionnaire.

Validity: According to Dr. Deborah Reinhart Brown, the developer of this questionnaire, the instruments were evaluated for content validity by faculty with a background in teacher education and/or who were certified Praxis III Assessors. Moreover, the content validity was checked by members of the Local Professional Development Committee of the Bexley City School system in the state of Ohio, USA. In order to add face validity to the instrument, it was sent to the developer's family members and former colleagues (Brown, 2007, p. 86).

Reliability: a test-retest was conducted to ensure the reliability of the instrument. On March 29, 2007, the instrument was given to the students enrolled in Rural Sociology 105 at Ohio State, Columbus campus (n=131). Then, it was sent again to this class on April 12, 2007. Students were asked to provide their OSU usernames to match the responses. Then each student's

response to each item was compared for agreement. In addition, the dependent-samples t-test was conducted and all test/retest pairs were similar.

Survey design

There were five parts in the questionnaire. The first part asked for the international student's demographic information such as age, gender, their native country, native language, and number of years they have studied English as a foreign language. In order to keep the student information anonymous, the questionnaires did not ask for the respondents' names. The second part asked about their perspectives of effective ESL teachers, i.e., what the teachers should do to make them effective teachers. In this part, the student responds using a four-point Likert-scale on effective teaching as: 1 = *not necessary*, 2=*unimportant*, 3=*important*, and 4=*absolutely necessary*. Then, on the next part, each statement was rated on a different four-point Likert-scale based on how often the respondent saw the statement in their classes in the LEAP Program. In this part, the key was used as 1=*rarely*, 2=*sometimes*, 3=*often*, and 4=*usually*. The fourth section of the survey gives the respondents the chance to rate what they think the first, second and third most important statements are: (1= *#1 most important*, 2= *#2 most important*, and 3=*#3 most important*). The last part had some space for the respondents to give any suggestions on effective teaching and what they think are important viewpoints if they wanted to.

Data collection

The study was conducted at Marshall University, Huntington, West Virginia in the United States during the Spring semester 2010. The university enrolls about 14,000 students, and international students make up more than three percent of the entire student population.

International students at Marshall University come from more than 50 countries around the world. Most of them come from Asia and Latin America, including China, Vietnam, Korea, and Chile.

The LEAP Program, including LEAP 107, LEAP 108, and LEAP 109, provides English courses for international students who have limited English proficiency and wish to enroll in an academic program or courses at Marshall University without TOEFL scores. All entering LEAP students are required to take a placement examination at the beginning so that the program's faculty can place them in the right level of instruction. LEAP 107 is the lowest level for ESL students who have very limited English skills. LEAP 109 is the highest level for ESL students. After ESL students pass the final exam in LEAP 109, they can enroll any courses at Marshall University without TOEFL scores.

The survey titled "Qualities of Effective EFL/ESL Instructor" was administered to international students in LEAP 108, in LEAP 109, and those students who were enrolled in the TEFL Program in the Adult and Technical Education (ATE) Department at Marshall University. The researcher chose students in LEAP 108 and LEAP 109, not in LEAP 107 because of their English proficiency. Students in these higher level classes have a better understanding of the survey. Their English was good enough to give comprehensive opinions if they so desire. Concerning students in TEFL Program, they were chosen because they will become teachers who will in turn teach international students in courses like the LEAP Program at Marshall University. Moreover, most of students in the TEFL Program are international students so they have many things in common with students in LEAP Program.

The participants received survey the during the spring semester 2010. The researcher was aware that some international students seem to change their evaluation about the courses and the

teaching effectiveness at the end of the semester. At the beginning of the course, they might think that the course and the teaching methods are not appropriate to their learning needs, due to the different learning styles and environment. However, at the end of the course, they changed their thoughts about the efficacy of the course, because they had gone through a learning process. As a result, the researcher decided to let the participants take the survey in the middle of the semester in an effort to obtain the most reliable evaluation from the students.

With permission from the LEAP instructors and administrative body, the researcher administered the survey in March of the spring semester 2010 to all LEAP 108 and LEAP 109 enrollees. The researcher went to each class to administer the survey at a prearranged time (after the last class finished). First, the researcher explained to the students the purpose of the survey and gave instructions about how to answer the survey. The students were notified that their voluntary participation was appreciated and that they could withdraw anytime without penalty. It is an anonymous survey, so the researcher asked them not to write their names anywhere on the survey. The student's grade would not be affected by taking the survey. They were informed that the answers can only be accessed by the researcher, and they would not be revealed to their instructors.

The researcher received training on "Human Subjects Research" that was completed through the Marshall University Institutional Review Boards (IRB) on February 11, 2010. A copy of the certification of completion is attached (Appendix A).

The researcher gave out the survey to the international students in LEAP 108 and LEAP 109 on a formal classroom in Morrow Library building on March 16, 2010. Forty five (45) questionnaires from LEAP students and ATE students had been received. Among those received questionnaires, five of them (11.11%) were randomly selected and cross-checked item-by-item

with the data in the database in order to check the accuracy of the data entry. Case numbers 4, 11, 23, 35, and 41 were randomly chosen. The manual check showed no errors in data entry for anything in the survey.

The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS Version 19.0 for Windows). Reponses were analyzed to identify what characteristics ESL students perceive as promoting effective teaching. In addition, the responses from LEAP students were compared to responses from students in TEFL program in ATE Department to see if both groups-ESL students and ESL future instructors-agree on their perceptions of effective teaching.

Descriptive statistics (including measures of central tendency and measures of variability) were used to describe the quantitative results from the survey. In addition, the research questions were present as following:

1. A description of respondents' characteristics

2. A description of the characteristics of an effective ESL instructor according to ESL students

3. A comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students

4. A comparison of male and female students' perceptions of effective teaching

5. An attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes

CHAPTER 4: FINDINGS

The data collected during this research were quantitative survey data obtained in a classroom setting. The findings are self-reported by the respondents. The presentation of these findings follows the structure of the survey - demographic information (including age, gender, and native country) and components of effective teaching. The three most effective teaching behaviors among the 20 items identified in the survey that ESL students rated will be discussed. The information will help to enhance ESL teachers' knowledge about the ESL learners' perception toward characteristics of effective ESL instructors. Specifically, the findings are focused on the perception of male and female ESL learners, the LEAP students and the students in the TEFL Program in the Adult and Technical Education Department concerning what they perceived to be good qualities and characteristics of ESL instructors.

PASW Statistics 19 for Windows was used to analyze the quantitative data for this study. In order to identify marked differences, only the significant differences in mean scores ($p < 0.05$) were taken into consideration. This chapter is organized into five main sections: a description of respondents' characteristics, a description of the characteristics of an effective ESL instructor according to ESL students, a comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students, a comparison of male and female students' perceptions of effective teaching, and an attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes. The focus is on presenting the research findings and explaining the results.

A description of respondents' characteristics

There were 45 usable respondents for this research. This includes five American students in the TEFL Program in the ATE Department. The researcher collected data from this extra population to see if there was any difference in the perspective on effective instructors. The respondents were grouped into three categories. However, the researcher's main focus is on LEAP students and ESL ATE students. The American ATE students group is an extra group. The raw number for LEAP students (ESL students in LEAP Program including LEAP 108 and LEAP 109) is 30, which constitutes 67% of the sample size. The raw number for ESL ATE students (ESL students in TEFL Program in ATE Department) is 10, which constitutes 22% of the sample size. The raw number for American ATE students (American students in TEFL Program in ATE Department) is 5, which constitutes 11% of the sample size. The pie chart in Figure 1 depicts a breakdown of respondents by percentages.

Figure 1: Respondents of the survey
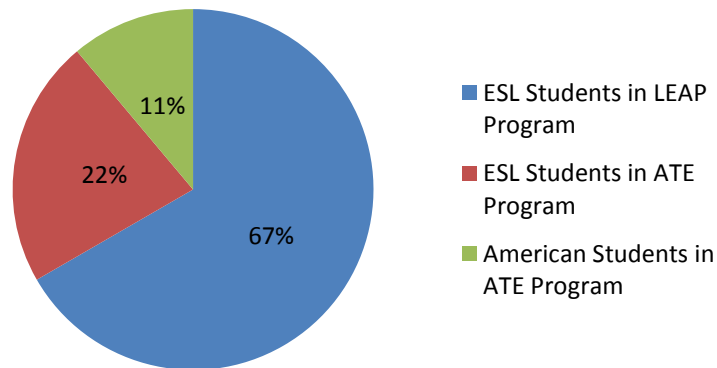
Age

When considering the variable of age, only 88.9% (n=40) of the participants were willing to provide data for their age. There were some respondents (11.1% (n=5)) not willing to provide this information. The respondents in the LEAP Program are in the same range of age (18 to 26

years old). Most of the students in the TEFL Program in the ATE Department are less than 30 years old; only 3 of them are older than 30 years old.

The mean age of the respondents was approximately 24 with a median of 23 and modes of 23. The ages ranged from 18 to 47 with a standard deviation of 5.25. Figure 2 is a graph which shows the age of the respondents. Most respondents (30% in valid data) reported they were 23 years old at the time they did the survey.

Figure 2: Age of Respondents
(valid percent)
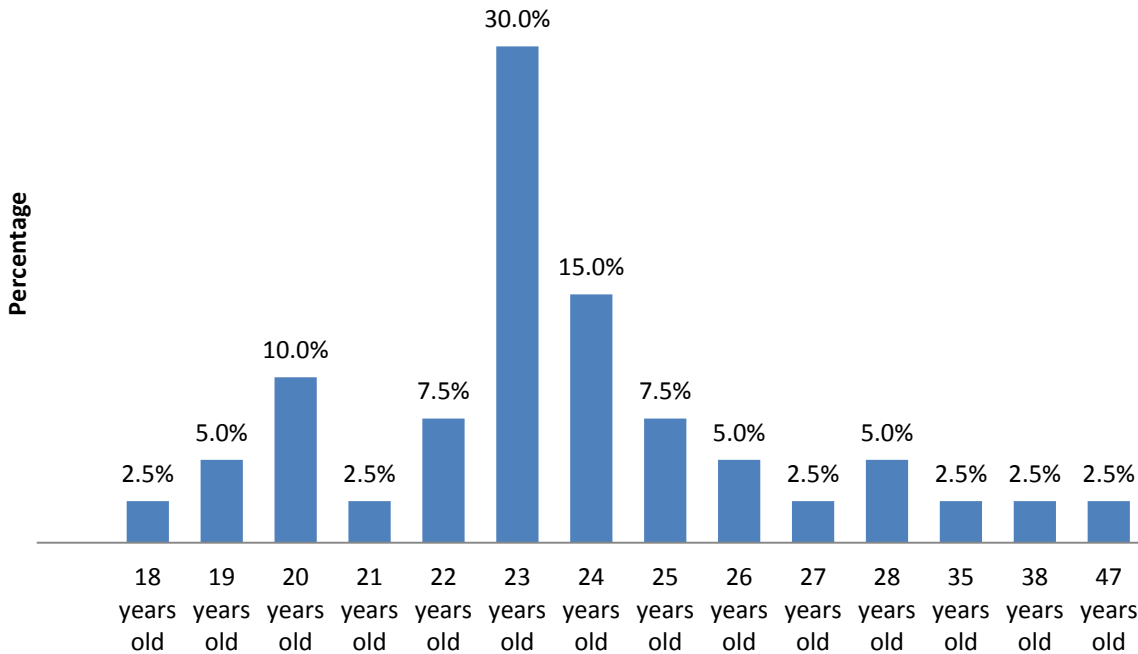
Gender

The respondents were 48.9% female (n=22) and 51.1% male (n=23). Figure 3.1 shows that the numbers of female and male respondents are almost equal.

Figure 3.1: Gender of All Respondents
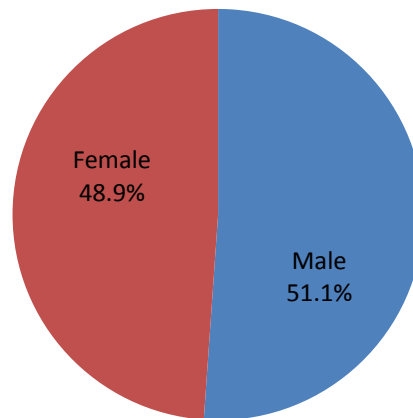
The numbers are 43.3 % female (n=13) and 56.7% (n=17) male students in the LEAP Program, 70% female (n=7) and 30% male (n=3) ESL students in the TEFL Program in the ATE Department, and 40% female (n=2) and 60% male (n=3) American students in the TEFL Program in the ATE Department. Figure 3.2, 3.3, and 3.4 illustrate the breakdown of respondents by gender.

Figure 3.2: Gender of Students in LEAP Program
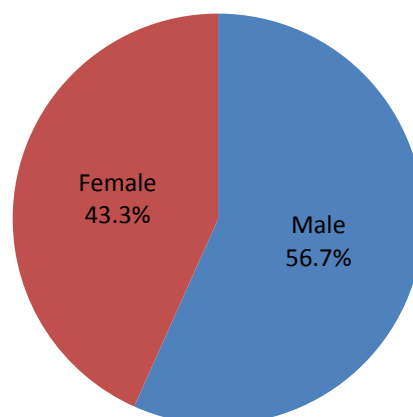
Figure 3.3: Gender of Students in TEFL Program

Male
30%

Female
70%
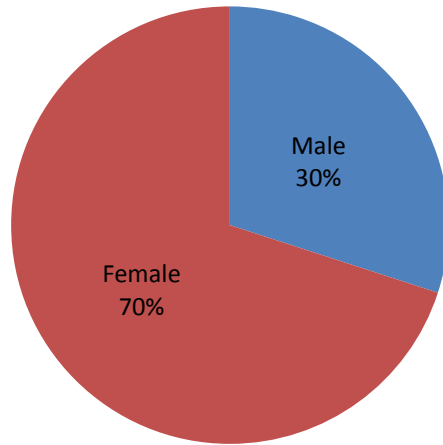
Figure 3.4: Gender of American Students in TEFL Program

Female
40%

Male
60%
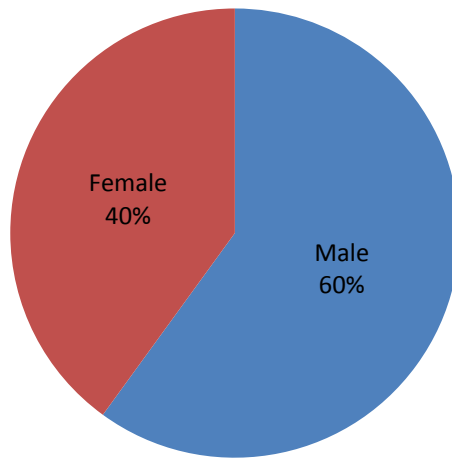
Country of origin

In this study, an attempt was made to collect data about the country of origin of all the respondents. Most of the respondents were willing to provide the information about their country of origin. However, some of the respondents were not willing to provide the information about their country of origin. They were afraid that the people who read the data would be able to identify them although the researcher explained that only the researcher would have access to the raw data. There were 41 respondents out of 45 (91.1%) who provided information about their country of origin. Among the participants, four of them (8.9%) did not give information about their country of origin. According to the survey, Vietnam has the largest representation (24.4%), then China (14.6%) and Korea (14.6%). The smallest populations are from these countries: Columbia, Saudi Arabia, Turkey, and Venezuela (all with the same percentage 2.4%). The dominant population was from Asian countries (including Vietnam, China, and Korea), which would indicate that the respondents' cultural backgrounds would be similar. In addition, the study of Asian countries would help educators have an in-depth knowledge about their current and future students. Therefore, they can develop more effective learning opportunities for ESL students and attract more of them to come to the school in the future. Figure 4 summarizes the native country of all the respondents.

Figure 4: Respondents' Country of Origin (Valid data statistic)

China 14.6%
Columbia 2.4%
Japan 9.8%
Korea 14.6%
Saudi Arabia 2.4%
Russia 7.3%
Tunisia 7.3%
Turkey 2.4%
United States 12.2%
Venezuela 2.4%
Vietnam 24.4%
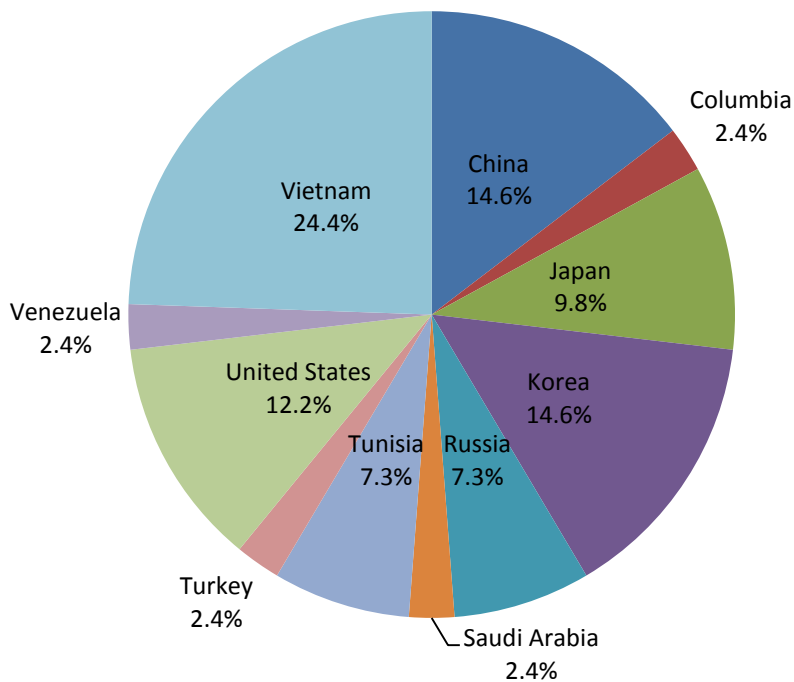
Learning Experience

In terms of learning experience, the LEAP students and the ESL students in the TEFL Program have many things in common. Before enrolling in programs like TEFL, the ESL students in this program had to meet similar language proficiency requirements as the LEAP students. Therefore, they had similar experiences in learning English as a foreign language. The ESL students in the TEFL Program in the ATE Department will become teachers for programs similar to the LEAP Program at Marshall University. These students will become instructors who will teach ESL students. They have themselves learned a second language. They understand how their students struggle with the new language. Colman (1981) stated, "We very quickly learned

in training ESL teachers that those who are most effective are the people who have themselves

learned a second language. They are much more likely to comprehend the struggles involved in

acquiring a new tongue. They can empathize with the frustrations of beginning language

learning. These people know that ESL students come with very different experiences than those

that are usually anticipated by the programs of our traditional schools (p. 7)."

A description of the characteristics of an effective ESL instructor

according to ESL students

LEAP Students

Students scored the components contributing to effective teaching ranging from 1 to 3.

"Explains clearly how to do the assignments" was rated as the most important with a mean of

3.70 and a standard deviation of .47. "Answers student questions" and "knows my name"

followed as second and third with means and standard deviations of 3.63 (.56) and 3.53 (.82),

respectively. The fourth and fifth in ranking are close as "cares about the students" and "gives

lessons in ways that students can understand" with means and standard deviations of 3.47 (.69)

and 3.46 (.58). The students ranked "encourages study groups outside of class" at the bottom of

the components of effective teaching with a mean of 2.41 and standard deviation of .91. Table 1

lists all components and shows means, N, standard deviations and ranges for each component.

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
allows students to practice in small groups	29	2.97	.731	3
changes from one topic to another without trouble	29	2.66	.857	3
sets rules for classroom behavior	30	2.57	.858	3

explains clearly how to do the assignments	30	3.70	.466	1
asks questions that encourage student thinking	30	3.33	.547	2
gives time for students to answer questions	28	3.39	.629	2
gives lessons in ways that students can understand	28	3.46	.576	2
has activities in class to get students to participate in the topic	30	3.23	.568	2
uses materials related to the topic	30	3.07	.907	3
grades and returns homework/test quickly	30	2.77	1.073	3
answers student questions	30	3.63	.556	2
encourage students to ask questions	30	3.37	.669	2
encourages students to work together	30	3.30	.596	2
encourages study groups outside of class	29	2.41	.907	3
gives lessons in order (organized)	29	3.00	.802	3
gives quizzes often	29	2.45	.783	3
knows my name	30	3.53	.819	3

The findings are similar to the findings from Brown (2007). In her descriptive-correlation study, which consisted all undergraduate students within the College of Food, Agricultural, and Environmental Sciences (CFAES) at the Ohio State University during Spring Quarter 2007, the students rated "Communicating Clearly (component 3A-clear directions)" as the most important component that they perceived contribute to effective teaching (p.84). Also, Guskey (1988), Dunkin and Barnes (1986), and Sherman, et al. (1987) noted that "explain clearly" is one of the most important characteristic in effective teaching.

Orlich, et al. (1990) mentioned encouraging students to ask questions resulted in greater student involvement and Braskamp, et al. (1979) noted that teacher control of the discussion led to class achievement. When students participate in class activities, they have questions which they expect the teachers to answer. It shows the instructor respects and supports them. For ESL students, if instructors ignore their questions, they might think that instructors do not care about them or their questions may be considered "silly questions" that do not warrant answers.

Twa (1970) and Brown (2007) stated that college students think the instructor should have a personal interest in them, treat them as dignified humans, care about them, and know their names. According to Katz (1985), addressing students by name and recognizing their own thinking style, motivation, and background helped to increase their sense of intellectual self-worth (as cited in Brown, 2007, p. 191).

ESL Students in TEFL Program in ATE Departments

The ESL ATE students showed almost the same perspectives with the LEAP students. Like LEAP students, ESL ATE students expected instructors' respect and rapport with them as well as having the ability to explain clearly. Doyle, Jr. and Webber (1978) and Murray (1985) stated "materials presented clearly" have the strongest correlation with "overall teaching ability" and influences the student ratings of overall effective instruction. Students scored the components contributing to effective teaching ranging from 1 to 3. "Cares about students" was rated as the most important with a mean of 3.70 and a standard deviation of .48. "Treats students with respect or honor," "gives lessons in ways that students can understand," "answers student questions," and "knows my name" followed with the same mean = 3.60 and same standard deviations = .52. The students ranked "gives quizzes often" at the bottom of the components of effective teaching with a mean of 2.50 and standard deviation of .97. Table 2 lists all components and shows means, N, standard deviations and ranges for each component.

The ESL ATE students ranked "gives quizzes often" at the bottom possibly because they might think that it is not necessary to give quizzes often, since not many students like to have tests or quizzes. They have been through all those experiences so they know what their future students don't want to get often in classes.

Table 2: ESL ATE students' rating of characteristics of an effective instructor

Survey items	N	Mean	Std. Deviation	Range
treats students with respect or honor	10	3.60	.516	1
cares about the students	10	3.70	.483	1
shows great interest about the topic	10	3.50	.527	1
allows students to practice in small groups	10	3.20	.632	2
changes from one topic to another without trouble	10	2.90	.876	3
sets rules for classroom behavior	10	3.30	.823	2
explains clearly how to do the assignments	10	3.40	.699	2
asks questions that encourage student thinking	10	3.50	.707	2
gives time for students to answer questions	10	3.30	.675	2
gives lessons in ways that students can understand	10	3.60	.516	1
has activities in class to get students to participate in the topic	10	3.50	.707	2
uses materials related to the topic	10	3.40	.516	1
grades and returns homework/test quickly	10	3.20	.919	2
answers student questions	10	3.60	.516	1
encourages students to ask questions	10	3.50	.527	1
encourages students to work together	10	3.40	.516	1
encourages study groups outside of class	10	2.90	1.101	3
gives lessons in order (organized)	10	3.10	.738	2
gives quizzes often	10	2.50	.972	3
knows my name	10	3.60	.516	1

Describe which components ESL students perceive most important

    LEAP students.

A descriptive statistic was utilized to determine which components the LEAP students perceive #1 most important, #2 most important, and #3 most important among 20 components of effective teaching. They ranked "treats students with respect or honor" - item #1, "asks questions that encourage student thinking" - item #8, and "gives lessons in ways that students can understand"- item #10 as #1 most important, #2 most important, and #3 most important, with valid percent 42.3%, 22.2%, and 22.2%, respectively. Figures 6 through 8 provide a visual

representation of LEAP students' ratings for the 3 most important components of effective

teaching.

Figure 6: LEAP students-#1 most important
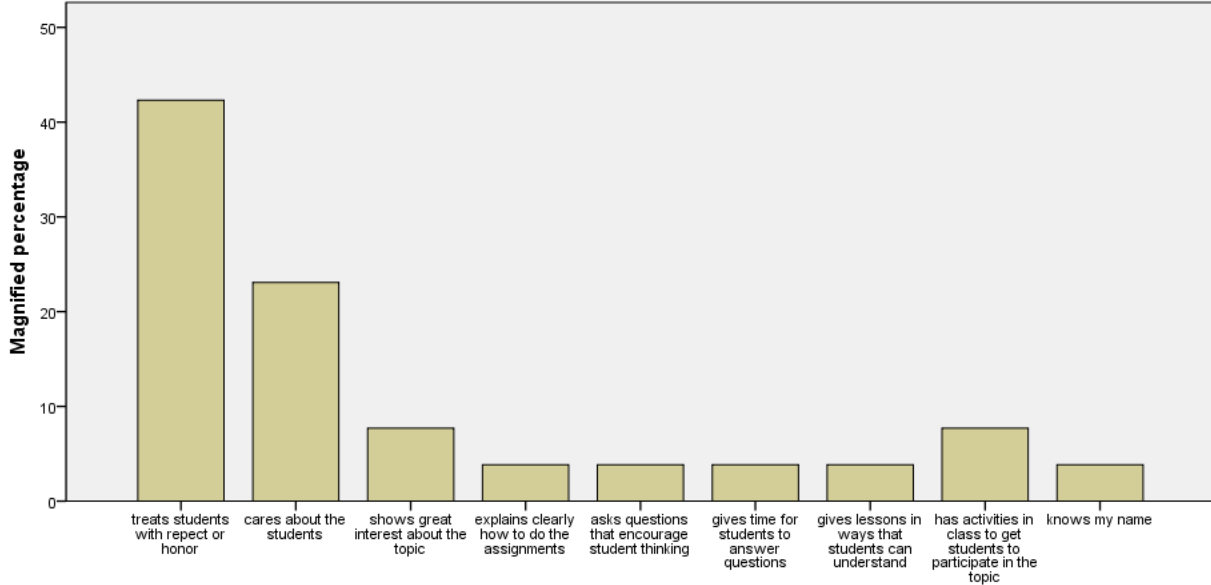
Figure 7: LEAP students-#2 most important

Figure 8: LEAP students-#3 Most important
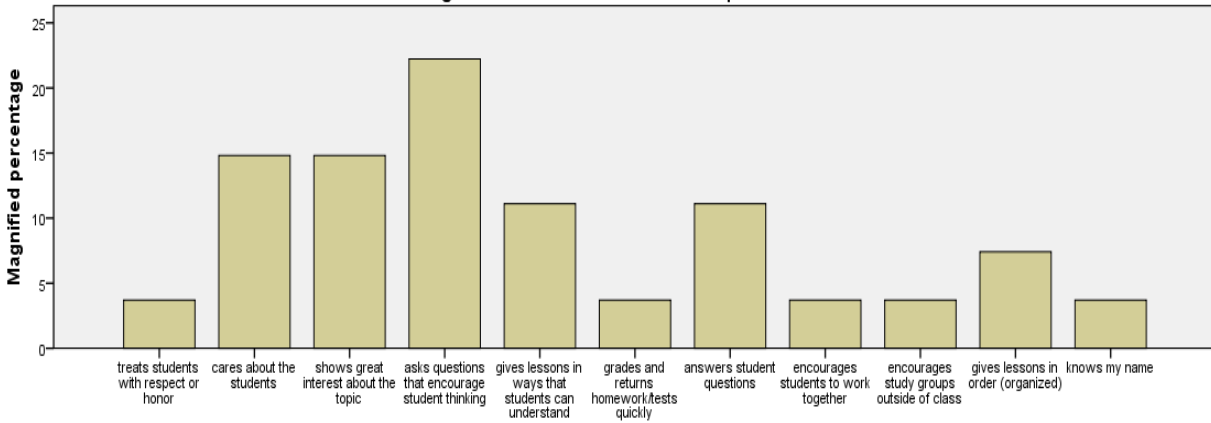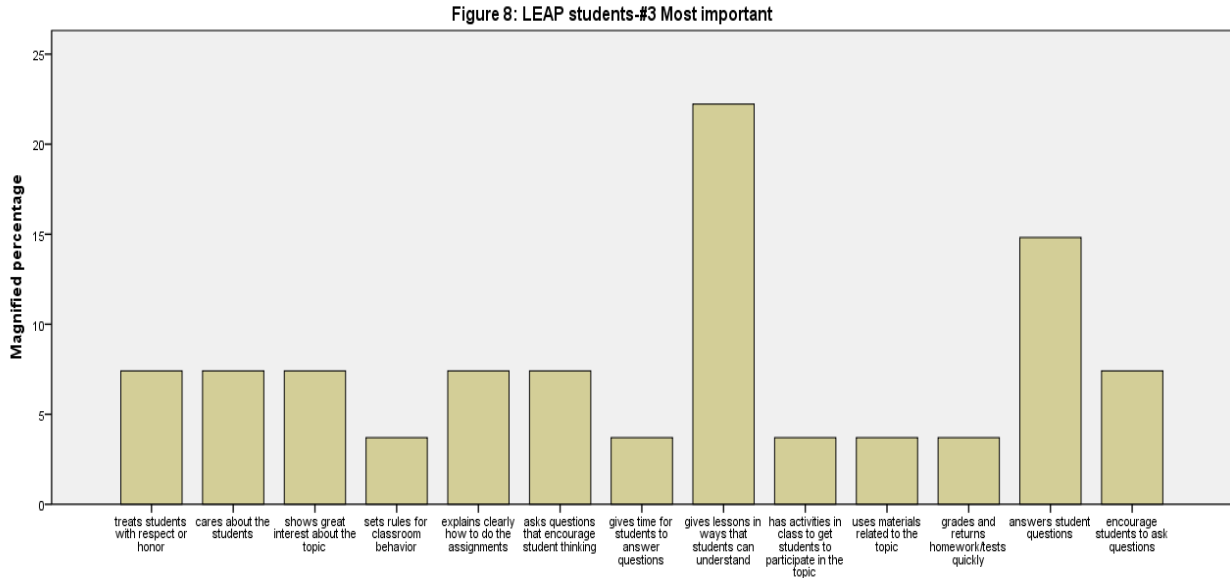
ESL ATE students.

A descriptive statistic was conducted to see which components the ESL ATE students perceive #1 most important, #2 most important, and #3 most important among 20 components of effective teaching. The respondents rank "treats students with respect or honor" - item #1 with 50.00% as #1 most important, "asks questions that encourage student thinking" -item #8 with 40.00% as #2 most important, and "has activities in class to get students to participate in the topic" - item #11 with 20.00% as #3 most important, respectively. Figures 9 through 11 provide a visual representation of the ESL ATE students' ratings for the 3 most important components of effective teaching.

Figure 9: ESL ATE students: #1 most important

Bar chart. Y-axis: Magnified percentage (0 to 50).
- treats students with respect or honor: ~50
- cares about the students: 10
- asks questions that encourage student thinking: 10
- gives lessons in ways that students can understand: 10
- knows my name: 20
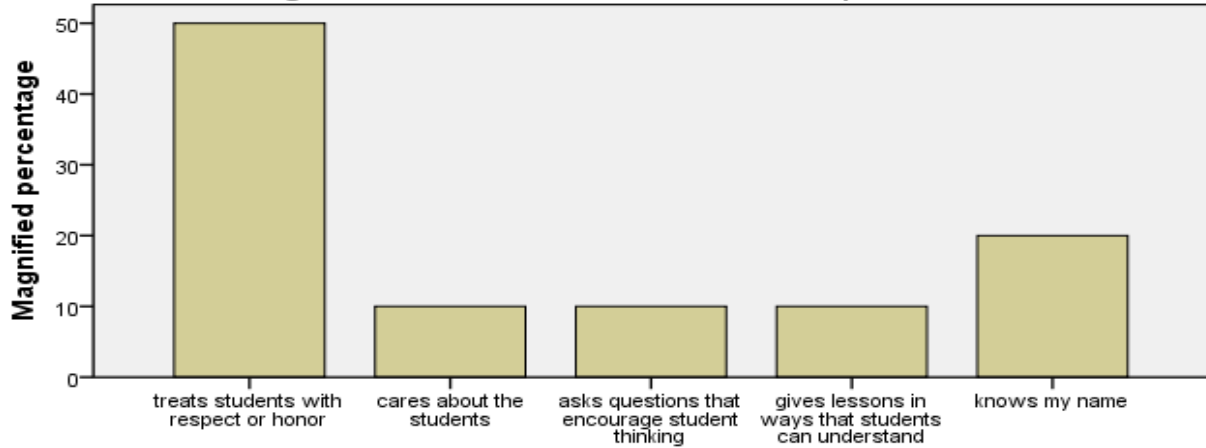
Figure 10: ESL ATE students: #2 most important

Bar chart. Y-axis: Magnified percentage (0 to 40).
- treats students with respect or honor: 10
- shows great interest about the topic: 10
- sets rules for classroom behavior: 10
- asks questions that encourage student thinking: 40
- gives lessons in ways that students can understand: 20
- has activities in class to get students to participate in the topic: 10
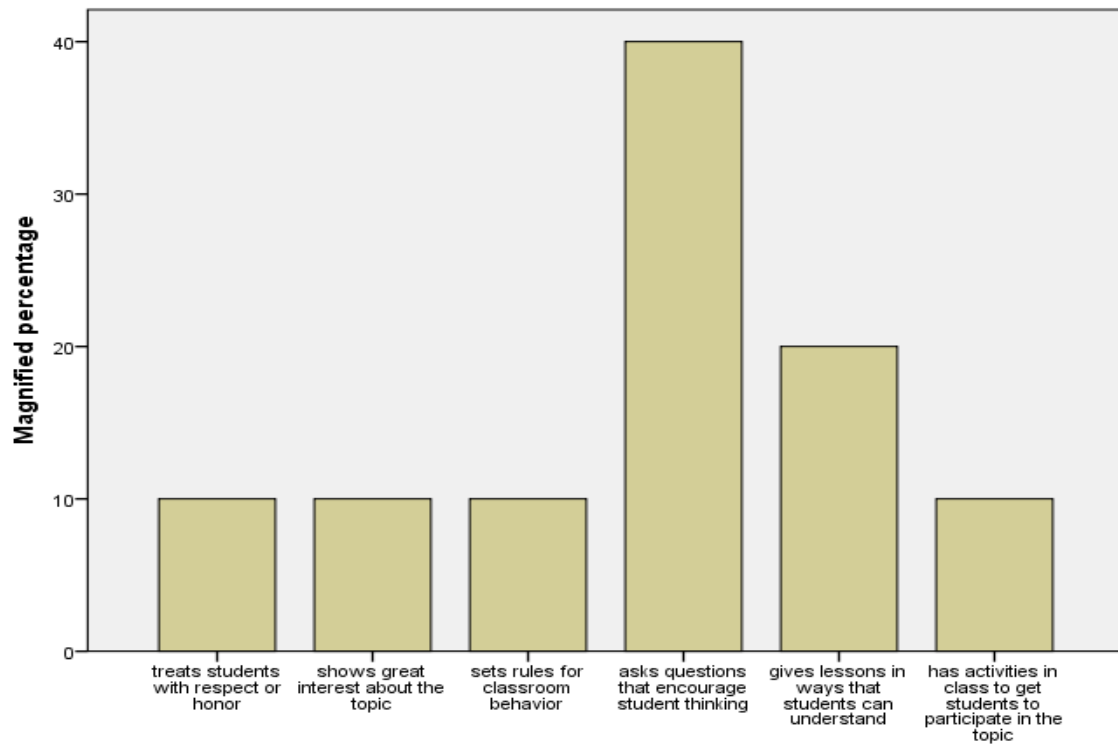
Figure 11: ESL ATE students: #3 most important
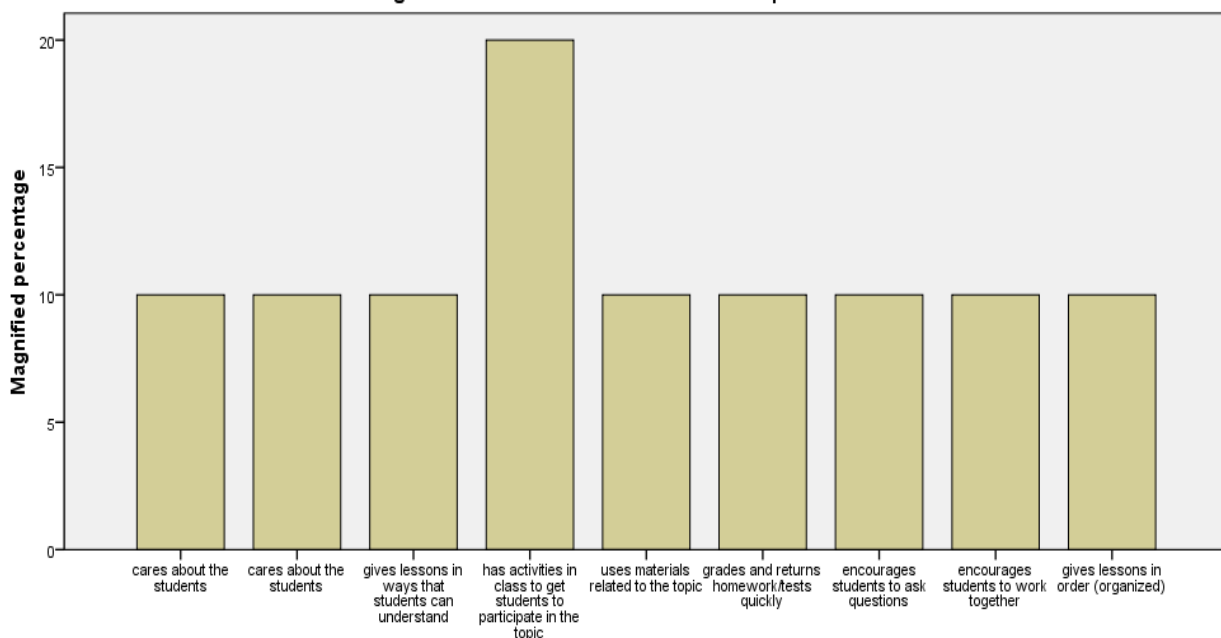
The perception of effective teaching of the ESL students.

Another descriptive statistic was conducted to see which components the ESL students (ESL ATE students and LEAP students together) perceive #1 most important, #2 most important, and #3 most important among 20 components of effective teaching. They ranked "treats students with respect or honor" - item #1 with 44.40% as #1 most important, "asks questions that encourage student thinking" - item #8 with 27.00% as #2 most important, and "gives lessons in ways that students can understand" - item #10 with 18.90% as #3 most important, respectively. Figures 12 through 14 provide a visual representation of ESL ATE students' ratings for the 3 most important components of effective teaching.

There are strong similarities between LEAP students and ATE ESL students when they identified and ranked what they believed to be the most important 3 out of 20 items representing effective instructors' characteristics. Although the orders of items are different, both groups agreed on 2 of 3 top characteristics: treats students with respect or honor and asks questions that

40

encourage student thinking. For the third most important characteristics of an effective teacher, the LEAP students ranked "gives lessons in ways that students can understand" whereas the ATE ESL students ranked "has activities in class to get students to participate in the topic." Here the difference showed the viewpoints from learning experiences and that each group's focus is on distinct future outcomes. From a student perspective, the LEAP students expected the instructors to instruct the lessons clearly so that they can understand what the teachers want them to get from the lessons. That is important to LEAP students because they are focused on learning and their own education. According to Suinn (2006), the motivation of students depended on their cultures. Whereas some cultures highly valued individual effort, the others paid more attention to achieving "for the tribe or family" (as cited in Brown, 2007, p. 194). The ESL students wanted to get good grades not only for their own pride but also for their family's social face in some cultures. On the other hand, the ATE ESL students think like an instructor because they will be future educators who will have students of their own to teach. Therefore, having activities in class to get their students to participate in the topic is important. If the students do not participate in class, they cannot learn well.

Spencer and Schmelkin (2002) found that students perceived effective college instructors as those who showed their concern for students, valued the student opinions, were clear in communication, and were open toward different opinions. With interview data, Greimel-Fuhrmann and Geyer's (2003) findings indicated that undergraduate students' perceptions of their instructors and the quality of the courses were influenced positively by instructors who provided clear explanations of subject content, were responsive to students' questions and viewpoints, and had a creative approach toward instruction beyond the scope of the course

textbook. In their study, Okpala and Ellis (2005) found 89.6% of students rated "caring for

students and their learning" as the important characteristic of an effective teacher.

Figure 12: ESL students: #1 most important
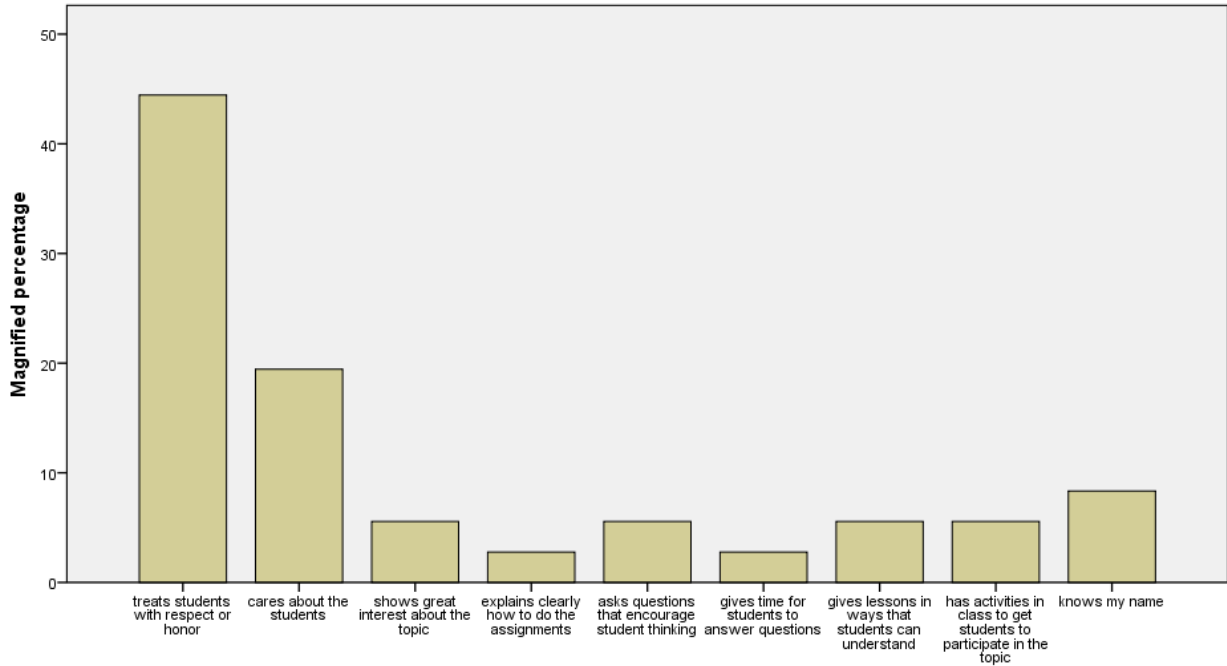
Figure 13: ESL students: #2 most important
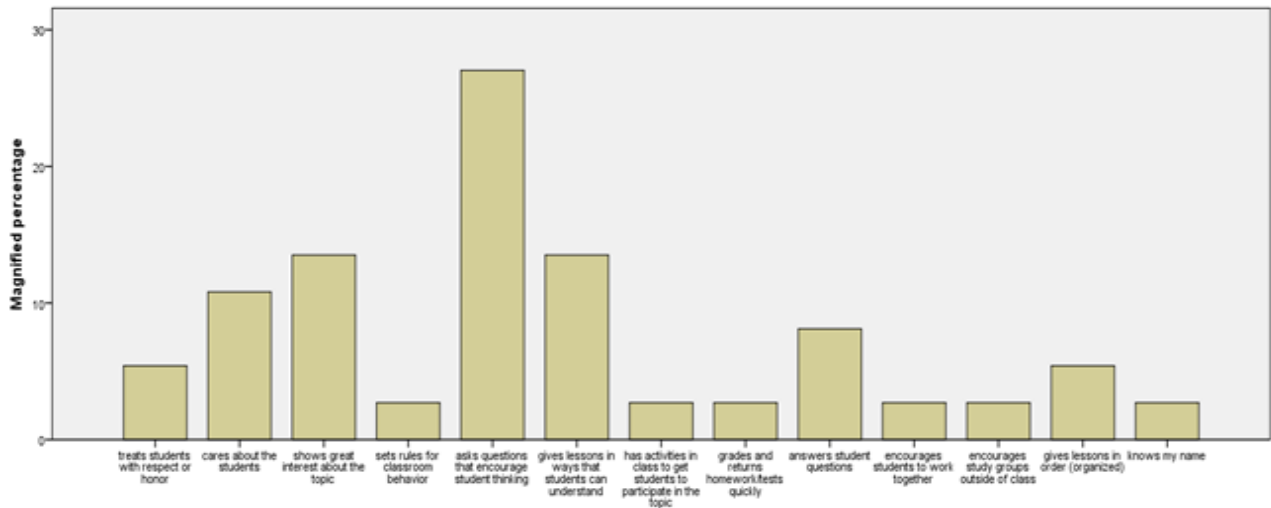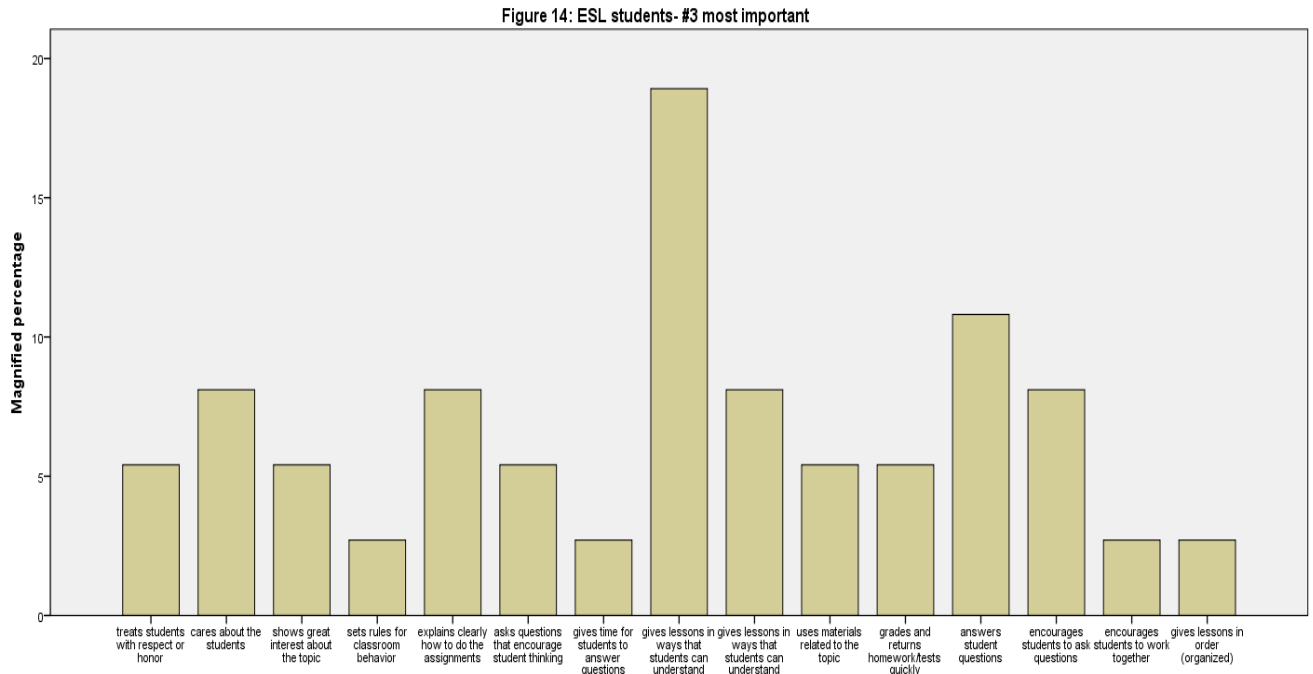
Figure 14: ESL students- #3 most important

A comparison of students' perceptions of effective teaching among

LEAP students and ESL ATE students

The data were analyzed to determine what components ESL students believe contribute to effective teaching. In addition, ESL students' responses were compared to ATE students' responses to determine if both groups (ESL students and future ESL teachers) have the same concepts about what constitutes effective teaching.

An Independent-Sample T Test was conducted using student groups as the grouping variable to determine whether the ideal of most effective EFL/ESL teachers differs between ATE ESL students and LEAP students. There was only one statistically significant difference in student ratings of components of effective teaching when analyzed across student groups. It was in the score (explain clearly how to do the assignments) for ATE ESL students (M=3.40,

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SD=.70) and LEAP students (M=3.70, SD=.47) condition; t (38) =-1.55, p=.030. These results

are shown in Table 3 and Table 4.

The students in the LEAP Program rated "explain clearly how to do the assignments" as

more important than the ESL students in the TEFL Program in the ATE Department. It is

obvious that the LEAP students' English skills are not as good as the ATE students. Therefore, it

is very important to them that they have an instructor that explains the assignments in ways that

they can understand completely so that they can do it the right way and get good grades. With

ATE students this characteristic is important but they do not rate it the most important one.

Table 3: Group Statistics between ATE ESL students and LEAP students

Survey items	Respondent's Group	N	Mean	Std. Deviation	Std. Error Mean
treats students with respect or honor	ATE-ESL Student	10	3.60	.516	.163
	LEAP Student	30	3.40	.814	.149
cares about the students	ATE-ESL Student	10	3.70	.483	.153
	LEAP Student	30	3.47	.681	.124
shows great interest about the topic	ATE-ESL Student	10	3.50	.527	.167
	LEAP Student	28	3.25	.701	.132
allows students to practice in small groups	ATE-ESL Student	10	3.20	.632	.200
	LEAP Student	29	2.97	.731	.136
changes from one topic to another without trouble	ATE-ESL Student	10	2.90	.876	.277
	LEAP Student	29	2.66	.857	.159
sets rules for classroom behavior	ATE-ESL Student	10	3.30	.823	.260
	LEAP Student	30	2.57	.858	.157
explains clearly how to do the assignments	ATE-ESL Student	10	3.40	.699	.221
	LEAP Student	30	3.70	.466	.085
asks questions that encourage student thinking	ATE-ESL Student	10	3.50	.707	.224
	LEAP Student	30	3.33	.547	.100
gives time for students to answer questions	ATE-ESL Student	10	3.30	.675	.213
	LEAP Student	28	3.39	.629	.119
gives lessons in ways that students can understand	ATE-ESL Student	10	3.60	.516	.163
	LEAP Student	28	3.46	.576	.109
has activities in class to get students to participate in the topic	ATE-ESL Student	10	3.50	.707	.224
	LEAP Student	30	3.23	.568	.104

uses materials related to the topic	ATE-ESL Student	10	3.40	.516	.163
	LEAP Student	30	3.07	.907	.166
grades and returns homework/test quickly	ATE-ESL Student	10	3.20	.919	.291
	LEAP Student	30	2.77	1.073	.196
answers student questions	ATE-ESL Student	10	3.60	.516	.163
	LEAP Student	30	3.63	.556	.102
encourages students to ask questions	ATE-ESL Student	10	3.50	.527	.167
	LEAP Student	30	3.37	.669	.122
encourages students to work together	ATE-ESL Student	10	3.40	.516	.163
	LEAP Student	30	3.30	.596	.109
encourages study groups outside of class	ATE-ESL Student	10	2.90	1.101	.348
	LEAP Student	29	2.41	.907	.168
gives lessons in order (organized)	ATE-ESL Student	10	3.10	.738	.233
	LEAP Student	29	3.00	.802	.149
gives quizzes often	ATE-ESL Student	10	2.50	.972	.307
	LEAP Student	29	2.45	.783	.145
knows my name	ATE-ESL Student	10	3.60	.516	.163
	LEAP Student	30	3.53	.819	.150

Table 4: Independent Samples Test between ATE ESL students and LEAP students

Survey items		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
treats students with respect or honor	Equal variances assumed	1.041	.314	.726	38	.472	.200	.275	-.357	.757
	Equal variances not assumed			.906	24.791	.374	.200	.221	-.255	.655
cares about the students	Equal variances assumed	1.543	.222	.998	38	.324	.233	.234	-.240	.706
	Equal variances not assumed			1.184	21.909	.249	.233	.197	-.175	.642
shows great interest about the topic	Equal variances assumed	.600	.444	1.026	36	.312	.250	.244	-.244	.744
	Equal variances not assumed			1.175	21.135	.253	.250	.213	-.192	.692
allows students to practice in small groups	Equal variances assumed	.004	.952	.903	37	.373	.234	.260	-.292	.761
	Equal variances not assumed			.970	17.978	.345	.234	.242	-.273	.742

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
changes from one topic to another without trouble	Equal variances assumed	.830	.368	.775	37	.443	.245	.316	-.395	.885
	Equal variances not assumed			.767	15.384	.455	.245	.319	-.434	.924
sets rules for classroom behavior	Equal variances assumed	.036	.851	2.362	38	.023	.733	.310	.105	1.362
	Equal variances not assumed			2.413	16.050	.028	.733	.304	.089	1.377
explains clearly how to do the assignments	Equal variances assumed	5.107	.030	-1.548	38	.130	-.300	.194	-.692	.092
	Equal variances not assumed			-1.266	11.783	.230	-.300	.237	-.817	.217
asks questions that encourage student thinking	Equal variances assumed	1.468	.233	.775	38	.443	.167	.215	-.268	.602
	Equal variances not assumed			.681	12.786	.508	.167	.245	-.363	.697
gives time for students to answer questions	Equal variances assumed	.001	.971	-.393	36	.696	-.093	.236	-.572	.386
	Equal variances not assumed			-.380	14.967	.709	-.093	.244	-.614	.428
gives lessons in ways that students can understand	Equal variances assumed	.804	.376	.656	36	.516	.136	.207	-.284	.555
	Equal variances not assumed			.691	17.622	.498	.136	.196	-.277	.549
has activities in class to get students to participate in the topic	Equal variances assumed	1.425	.240	1.209	38	.234	.267	.221	-.180	.713
	Equal variances not assumed			1.082	13.105	.299	.267	.247	-.265	.799
uses materials related to the topic	Equal variances assumed	1.202	.280	1.098	38	.279	.333	.304	-.281	.948
	Equal variances not assumed			1.433	27.884	.163	.333	.233	-.143	.810
grades and returns homework/test quickly	Equal variances assumed	.572	.454	1.143	38	.260	.433	.379	-.334	1.201
	Equal variances not assumed			1.237	17.887	.232	.433	.350	-.303	1.170
answers student questions	Equal variances assumed	.012	.914	-.167	38	.868	-.033	.200	-.438	.371
	Equal variances not assumed			-.173	16.535	.864	-.033	.192	-.440	.373
encourages students to ask questions	Equal variances assumed	.952	.335	.572	38	.570	.133	.233	-.338	.605
	Equal variances not assumed			.645	19.506	.526	.133	.207	-.298	.565
encourages students to work together	Equal variances assumed	.127	.723	.474	38	.638	.100	.211	-.327	.527
	Equal variances not assumed			.510	17.684	.617	.100	.196	-.313	.513
encourages study groups outside of class	Equal variances assumed	.874	.356	1.384	37	.175	.486	.351	-.225	1.198
	Equal variances not assumed			1.258	13.472	.230	.486	.387	-.346	1.318
gives lessons in order (organized)	Equal variances assumed	.003	.954	.347	37	.731	.100	.289	-.485	.685
	Equal variances not assumed			.361	16.919	.722	.100	.277	-.484	.684
gives quizzes often	Equal variances assumed	.739	.395	.169	37	.866	.052	.305	-.567	.671
	Equal variances not assumed			.152	13.268	.881	.052	.340	-.681	.785
knows my name	Equal variances assumed	1.267	.267	.241	38	.811	.067	.277	-.494	.627
	Equal variances not assumed			.301	24.981	.766	.067	.221	-.389	.523

A comparison of male and female students' perceptions of effective teaching

The data were analyzed to determine whether the male and female ESL students' perception of effective teaching differed. When comparing male and female responders, each had some differences in what constitutes effective teaching.

An Independent-Samples T Test was conducted using gender as the grouping variable to determine whether the ideal of most effective EFL/ESL teachers differs among male ESL students and female ESL students. There were 3 statistically significant differences in student ratings of components of effective teaching when analyzed across student gender. Differences were in the following scores "knows my name" for male ESL students (M=3.40, SD=.94) and female ESL students (M=3.70, SD=.47) condition; t (38) =-1.28, p=.00; "gives time for students to answer questions" for male ESL students (M=3.40, SD=.75) and female ESL students (M=3.33, SD=.49) condition; t (36) =.32, p=.02. The statistics for "gives lessons in order (organized)" are really close to significant, for male ESL students (M=2.95, SD=.62) and female ESL students (M=3.10, SD=.91) condition; t (37) =-.61, p=.05. These results are shown in Table 5 and Table 6.

The findings showed that the female students' rating for "knows my name" and "gives lessons in order (organized)" were higher than the male students' rating. It can be explained that females often focus on more detail than males. They love to be cared about and loved. They like order and symmetry.

Table 5: Group Statistics by Gender

Survey items	Gender	N	Mean	Std. Deviation	Std. Error Mean
treats students with respect or honor	Male	20	3.35	.933	.209
	Female	20	3.55	.510	.114
cares about the students	Male	20	3.35	.745	.167
	Female	20	3.70	.470	.105
shows great interest about the topic	Male	19	3.11	.737	.169

	Female	19	3.53	.513	.118
allows students to practice in small groups	Male	19	3.16	.834	.191
	Female	20	2.90	.553	.124
changes from one topic to another without trouble	Male	20	2.75	.851	.190
	Female	19	2.68	.885	.203
sets rules for classroom behavior	Male	20	2.55	.945	.211
	Female	20	2.95	.826	.185
explains clearly how to do the assignments	Male	20	3.65	.489	.109
	Female	20	3.60	.598	.134
asks questions that encourage student thinking	Male	20	3.30	.571	.128
	Female	20	3.45	.605	.135
gives time for students to answer questions	Male	20	3.40	.754	.169
	Female	18	3.33	.485	.114
gives lessons in ways that students can understand	Male	20	3.40	.598	.134
	Female	18	3.61	.502	.118
has activities in class to get students to participate in the topic	Male	20	3.35	.587	.131
	Female	20	3.25	.639	.143
uses materials related to the topic	Male	20	2.95	.887	.198
	Female	20	3.35	.745	.167
grades and returns homework/test quickly	Male	20	2.65	1.089	.244
	Female	20	3.10	.968	.216
answers student questions	Male	20	3.60	.598	.134
	Female	20	3.65	.489	.109
encourages students to ask questions	Male	20	3.50	.688	.154
	Female	20	3.30	.571	.128
encourages students to work together	Male	20	3.45	.605	.135
	Female	20	3.20	.523	.117
encourages study groups outside of class	Male	19	2.74	.991	.227
	Female	20	2.35	.933	.209
gives lessons in order (organized)	Male	19	2.95	.621	.143
	Female	20	3.10	.912	.204
gives quizzes often	Male	20	2.50	.827	.185
	Female	19	2.42	.838	.192
knows my name	Male	20	3.40	.940	.210
	Female	20	3.70	.470	.105

Survey items		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
treats students with respect or honor	Equal variances assumed	2.885	.098	-.841	38	.406	-.200	.238	-.682	.282
	Equal variances not assumed			-.841	29.432	.407	-.200	.238	-.686	.286
cares about the students	Equal variances assumed	2.363	.133	-1.776	38	.084	-.350	.197	-.749	.049
	Equal variances not assumed			-1.776	32.058	.085	-.350	.197	-.751	.051
shows great interest about the topic	Equal variances assumed	.405	.529	-2.043	36	.048	-.421	.206	-.839	-.003
	Equal variances not assumed			-2.043	32.115	.049	-.421	.206	-.841	-.001
allows students to practice in small groups	Equal variances assumed	2.906	.097	1.144	37	.260	.258	.225	-.199	.715
	Equal variances not assumed			1.132	31.024	.266	.258	.228	-.207	.722
changes from one topic to another without trouble	Equal variances assumed	.009	.924	.237	37	.814	.066	.278	-.497	.629
	Equal variances not assumed			.236	36.687	.814	.066	.278	-.498	.630
sets rules for classroom behavior	Equal variances assumed	1.947	.171	-1.426	38	.162	-.400	.281	-.968	.168
	Equal variances not assumed			-1.426	37.332	.162	-.400	.281	-.968	.168
explains clearly how to do the assignments	Equal variances assumed	.891	.351	.289	38	.774	.050	.173	-.300	.400
	Equal variances not assumed			.289	36.563	.774	.050	.173	-.300	.400
asks questions that encourage student thinking	Equal variances assumed	.595	.445	-.806	38	.425	-.150	.186	-.527	.227
	Equal variances not assumed			-.806	37.877	.425	-.150	.186	-.527	.227
gives time for students to answer questions	Equal variances assumed	6.257	.017	.320	36	.751	.067	.208	-.356	.489
	Equal variances not assumed			.327	32.753	.746	.067	.204	-.348	.481
gives lessons in ways that students can understand	Equal variances assumed	1.210	.279	-1.171	36	.249	-.211	.180	-.577	.154
	Equal variances not assumed			-1.182	35.837	.245	-.211	.179	-.573	.151
has activities in class to get students to participate in the topic	Equal variances assumed	.003	.958	.515	38	.609	.100	.194	-.293	.493
	Equal variances not assumed			.515	37.734	.609	.100	.194	-.293	.493
uses materials related to the topic	Equal variances assumed	.284	.597	-1.544	38	.131	-.400	.259	-.924	.124
	Equal variances not assumed			-1.544	36.901	.131	-.400	.259	-.925	.125
grades and returns homework/test quickly	Equal variances assumed	.812	.373	-1.381	38	.175	-.450	.326	-1.110	.210
	Equal variances not assumed			-1.381	37.481	.175	-.450	.326	-1.110	.210
answers student questions	Equal variances assumed	.891	.351	-.289	38	.774	-.050	.173	-.400	.300
	Equal variances not assumed			-.289	36.563	.774	-.050	.173	-.400	.300
encourages students to ask questions	Equal variances assumed	1.438	.238	1.000	38	.324	.200	.200	-.205	.605
	Equal variances not assumed			1.000	36.753	.324	.200	.200	-.205	.605

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encourages students to work together	Equal variances assumed	2.948	.094	1.398	38	.170	.250	.179	-.112	.612
	Equal variances not assumed			1.398	37.228	.170	.250	.179	-.112	.612
encourages study groups outside of class	Equal variances assumed	.706	.406	1.255	37	.217	.387	.308	-.238	1.011
	Equal variances not assumed			1.253	36.536	.218	.387	.309	-.239	1.012
gives lessons in order (organized)	Equal variances assumed	3.973	.054	-.608	37	.547	-.153	.251	-.662	.356
	Equal variances not assumed			-.614	33.628	.544	-.153	.249	-.658	.353
gives quizzes often	Equal variances assumed	.013	.911	.296	37	.769	.079	.267	-.461	.619
	Equal variances not assumed			.296	36.843	.769	.079	.267	-.462	.619
knows my name	Equal variances assumed	9.285	.004	-1.276	38	.210	-.300	.235	-.776	.176
	Equal variances not assumed			-1.276	27.941	.212	-.300	.235	-.782	.182

An attempt to quantify how often LEAP students observed LEAP teachers

demonstrate effective teaching behaviors in classes

Descriptive statistics were utilized in an effort to determine how often the LEAP students observed instructors in the LEAP Program at Marshall University who demonstrate each of the effective teaching behaviors. Students scored the behaviors contributing to effective teaching ranging from 1 to 3. "Knows my name" was rated as the behavior occurring most often with a mean of 3.73 and a standard deviation of .58 by the LEAP students who responded to the survey. "Allows students to practice in small groups" and "treats students with respect or honor" followed as second and third with means and standard deviations of 3.59 (.50) and 3.50 (.68). The students ranked "encourages study groups outside of class" at the bottom of the observed behaviors of effective teaching with a mean of 2.03 and standard deviation of .96. Table 7 lists all components and shows means, standard deviations, and ranges for each component.

Table 7: Statistics of observed behaviors in LEAP classes

Survey items	N		Mean	Std. Deviation	Range
	Valid	Missing			
treats students with respect or honor	30	0	3.50	.682	2
cares about the students	30	0	3.23	.728	2
shows great interest about the topic	30	0	3.10	.712	2
allows students to practice in small groups	29	1	3.59	.501	1
changes from one topic to another without trouble	26	4	3.19	.749	3
sets rules for classroom behavior	29	1	2.79	.978	3
explains clearly how to do the assignments	30	0	3.23	.679	2
asks questions that encourage student thinking	30	0	3.23	.774	2
gives time for students to answer questions	30	0	3.13	.776	2
gives lessons in ways that students can understand	28	2	3.29	.600	2
has activities in class to get students to participate in the topic	29	1	3.28	.591	2
uses materials related to the topic	30	0	2.93	.828	3
grades and returns homework/test quickly	30	0	3.00	.743	2
answers student questions	30	0	3.47	.629	2
encourage students to ask questions	29	1	3.07	.704	2
encourages students to work together	29	1	3.17	.711	2
encourages study groups outside of class	30	0	2.03	.964	3
gives lessons in order (organized)	29	1	3.10	.618	2
gives quizzes often	30	0	3.07	.583	2
knows my name	30	0	3.73	.583	2

In general, the LEAP students thought the instructors they have in the LEAP program at Marshall University are effective instructors. They rated that the LEAP instructors often demonstrate the characteristics present in effective instructors (17 items out of 20 items have M ≥ 3.00). Their teachers treated them with respect and care about them. The instructors had good knowledge about the topic they taught in class and they could change from one topic to another without trouble. The lessons were instructed in good order (organized). They allowed the students to practice in small groups during class sessions for discussion or group projects. The students were encouraged to work together in class. The instructors explained the lessons in

ways that fit the students' language skills so that they could understand. In addition, the instructors had different activities in class to get students to participate in the topic. The students were encouraged to think and to ask questions if they have any. In addition, the homework and tests were graded and returned quickly. The survey indicated the best thing was that the instructors remembered all the students' names. The students felt connected with the teachers and their classmates thanks to the friendly classroom environment. However, they did not think their instructors paid much attention to "sets rules for classroom behavior," "uses materials related to the topic," and "encourages study groups outside of class." These findings just showed what the LEAP students observed in their classes, as a reference. Although the rating seems low, it is just a calculation of what the LEAP students rated. It is up to the instructors who ultimately decide if they need to adjust their instructional methods or not.

CHAPTER 5: DISCUSSION

Introduction

More and more international students come to the United States of America every year for further education. As reported in the Institute of International Education's Open Doors 2010 fast facts, new international student enrollment (students who enroll for the first time) at a U.S. institution in Fall 2009 increased 1.3% over the previous year. In 2008/09, the enrollment number was 200,460 students and it went up to 202,970 in 2009/10. Also, Open Doors 2010 stated that the total number of international students in U.S. higher education has increased by 2.9%. The increase indicated the interest in higher education around the world. As Sherry et al. (2004) mentioned:

> Considering the many expectations that international students have and problems they face adjusting to a new country and learning environment, it is important for educational institutions to be aware of students needs and expectations, and take steps to identify, measure, meet and exceed those expectations which are under their control (p. 2).

Also, according to the authors, there was a significant difference between the expectations of international students as compared to domestic students. Because international students pay higher fees than domestic students, they expect more support from institutions and instructors (Sherry et al., 2004, p. 9).

Erickson & Shultz (1992) stated, "Teachers can benefit from listening to students' perspectives because if they are to educate a wide variety of students well, they need to understand more about the wide variety of students that enter their classroom (Erickson & Shultz, 1992, as cited in Cohen, 2008, p. 8). It is in this context that this study has been undertaken to document ESL students' expectations and perceptions of effective instructors. It is

important to understand ESL students' expectations concerning effective teaching and to attempt to address the similarities or differences between those expectations and the actual teaching and support these students get from a U.S. institution. Therefore, knowing more detail about ESL students' perspectives could be useful in ESL teacher preparation. This researcher could locate a limited number of articles about ESL student perspectives of effective instructors. The main purpose of this study was to collect data that would assist the academic teaching staff who work with adult ESL students. Specifically, this study aims to help instructors in the LEAP Program at Marshall University have a clearer understanding of ESL students' perceptions of certain effective teaching characteristics. By considering the ESL students' expectation of effective teaching, educational institutions can assist international students in being successful.

Merriam (1988) noted, "Research focused on discovery, insight, and understanding from the perspectives of those being studied offers the greatest promise of making significant contributions to the knowledge base and practice of education (p. 3)." This study focused on these following: a description of respondents' characteristics, a description of the characteristics of an effective ESL instructor according to ESL students, a comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students, a comparison of male and female students' perceptions of effective teaching, and an attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes.

Discussion

This was a descriptive study of the perceptions ESL students at Marshall University (LEAP students and ESL students in TEFL Program in Adult and Technical Education Department) had about effective instructors. The dependent variables for this study were the 20

items of effective teaching characteristics in the survey. The independent variables were demographic characteristics of the respondents. Dr. Deborah Reinhart Brown developed and used the questionnaires in her dissertation 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 Relationship between These Perspectives" in 2007. The instruments used in this study consisted of 20 statements or items on teaching. The items were constructed in a way that would be understandable to international students. These research objectives were discussed:

1. A description of respondents' characteristics
2. A description of the characteristics of an effective ESL instructor according to ESL students
3. A comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students
4. A comparison of male and female students' perceptions of effective teaching
5. An attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes

The study population consisted of students in the TEFL Program in the ATE Department and ESL students in LEAP 108 and LEAP 109 classes in LEAP Program at Marshall University in Spring 2010. The students in LEAP 107 classes were not chosen because their English proficiency. This was a convenient sample of in-tact classes. The subjects chose to be in these classes which could have biased the findings.

The questionnaires were given to the students as a hard-copy. The instrument consisted of 20 items concerning effective teaching characteristics. The survey items were word- modified

and designed to be understandable by the LEAP students' English proficiency. The items were rated on a four-point Likert-scale on effective teaching as: 1= *not necessary*, 2=*unimportant*, 3=*important*, and 4=*absolutely necessary*. Then, on the next part, each statement was rated on a different four-point Likert-scale based on how often the respondent saw the statement in their classes in the LEAP Program. In this part, the key was used as: 1=*rarely*, 2=*sometimes*, 3=*often*, and 4=*usually*. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS Version 19.0 for Windows). Reponses were analyzed to identify what characteristics ESL students perceive as promoting effective teaching. In addition, the responses from LEAP students were compared to responses from students in TEFL program in ATE Department to see if both groups – ESL students and ESL future instructors – agree on their perceptions of effective teaching.

Among the demographic information, only gender was used for analysis between male and female respondents' perception of effective instructors. The information about age, native country, native language, and numbers of years the respondents have studied English was not used in this study because the collected data were too small and scattered. The data can be used for later study.

According to the developer of this questionnaire, Dr. Deborah Reinhart Brown, the instruments were evaluated for content validity by faculty with a background in teacher education and/or who were certified Praxis III[1] Assessors. Moreover, the content validity was checked by members of the Local Professional Development Committee of the Bexley City School system in the state of Ohio (Brown, 2007, p. 86). A test-retest was conducted to ensure the reliability of the instrument.

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[1]PRAXIS III: Classroom Performance Assessments. – Developed by the Educational Testing Service from 1987 through 1993 in which "trained and certified assessors conduct classroom observations and semi-structured interviews with first- and second-year teachers" (Danielson, 1996; p. 8, as cited in Brown, 2007, p. 11)

During the survey' modification period, Dr. Deborah Reinhart Brown's questionnaires were sent to Ms. Mollie McOwen, the Academic Coordinator/ESL Instructor of LEAP Intensive English Program and Ms. Molly McClennen, the Administrative Coordinator of LEAP Intensive English Program at Marshall University for word modification to reflect the LEAP students' language skills. They advised the researcher to reduce the amount of items from 30 to 20 items. After revising the survey, the researcher sent it to her advisor, Dr. Laura Wyant, for additional professional review. Then the survey was sent to a volunteer LEAP student for testing to see if the length of the survey and the wording fit the LEAP students' English proficiency or not. The data from this testing were not included in the data analysis.

A limitation of the study is the number of ESL students enrolled in the LEAP Program and the TEFL Program at ATE Department at Marshall University in Spring 2010. This researcher was not able to collect a large number for the amount of samples. However, the research does provide valuable information for instructors who work with international students. Out of 32 ESL students enrolled in LEAP 108 and LEAP 109 for Spring 2010, 30 of them (93.75%) volunteered to take the survey. There were 45 respondents in total for this research, which included 30 LEAP students, 10 ESL ATE students and 5 American students in the TEFL Program in the ATE Department. However, in this study, the researcher did not focus on the American students in the TEFL Program in the ATE Department because the population was too small, therefore, the data collected from this extra population is not sufficient for reporting. The researcher's main focus is on the LEAP students and the ESL ATE students. The results of the study could be generalized to the entire LEAP students and ESL students in TEFL Program at Marshall University.

PASW Statistics 19 for Windows was used to analyze the quantitative data for this study. In order to identify marked differences, only the significant differences in mean scores ($p < 0.05$) were taken into consideration. The data were analyzed to determine what components ESL students believe that contribute to effective teaching and whether the male and female ESL students' perception of effective teaching had any difference. In addition, ESL students' responses were compared to ATE ESL students' responses to determine if both groups (ESL students and future ESL teachers) have the same thought about what constitutes effective teaching.

Results

The data were analyzed by using SPSS 19.0. The results of each research objective are presented below.

A description of respondents' characteristics

There were 45 respondents in total for this research. This includes five American students in the TEFL Program in the ATE Department. The respondents were grouped into three categories for this study. However, the researcher's main focus is on the LEAP students and the ESL ATE students. The American ATE students group is an extra group, not utilized in this study. The raw number for LEAP students (ESL students in LEAP Program including LEAP 108 and LEAP 109) counted 67% of the sample size. The raw number for ESL ATE students (ESL students in TEFL Program in ATE Department) was 22% of the sample size. The raw number for American ATE students (American students in TEFL Program in ATE Department) was 11% of the sample size.

In terms of age, most of the LEAP students were almost in the same range of age (18 to 26 years old). Most of the students in the TEFL Program in the ATE Department are less than 30 years old and only 3 of them are older than 30 years old. The mean age of the respondents was approximately 24 with a median of 23 and modes of 23. The ages ranged from 18 to 47.

The respondents were 48.9% female (n=22) and 51.1% male (n=23), almost equal. The detailed numbers are 43.3 % female (n=13) and 56.7% (n=17) male students in the LEAP Program, 70% female (n=7) and 30% male (n=3) ESL students in the TEFL Program in the ATE Department, and 40% female (n=2) and 60% male (n=3) American students in the TEFL Program in the ATE Department.

In this study, most participants (91.1%) provided information about their country of origin. The missing data are 8.9%. According to the data, Vietnamese students were the largest population (24.4%), then Chinese (14.6%) and Korean (14.6%). The smallest populations are from these countries: Columbia, Saudi Arabia, Turkey, and Venezuela (all with the same percentage 2.4%). The dominant population was from Asian countries (including Vietnam, China, and Korea).

The LEAP students and the ESL students in the TEFL Program have many similar learning experiences. Before enrolling to programs like TEFL, the ESL students in this program had been studied in programs similar to the LEAP Program. Then, the ESL students in the TEFL Program in the ATE Department will become teachers for programs similar to the LEAP Program at Marshall University. When these students become ESL instructors, who will teach ESL students, they understand the difficulties that their students struggle with because they have foreign language learning experiences.

A description of the characteristics of an effective ESL instructor according to ESL students

The LEAP students rated "explains clearly how to do the assignments" as the most important with a mean of 3.70 and a standard deviation of .47. "Answers student questions" and "knows my name" followed as second and third with means and standard deviations of 3.63 (.56) and 3.53 (.82), respectively. The students ranked "encourages study groups outside of class" at the bottom of the components of effective teaching with a mean of 2.41 and standard deviation of .91.

The results were similar to the findings from Dunkin and Barnes (1986), Sherman, et al. (1987), Guskey (1988), and Brown (2007) that "explain clearly" was one of the most important characteristic in effective teaching. "Encourages study groups outside of class" was rated at the bottom. According to Goodson (1993), the East Asian students would not choose group learning but preferred kinesthetic and visual style of learning (as cited in Reid et al., 1998, p. 17). Reid et al. (1998) also stated "most ESL students showed a negative learning style for group learning (that is, they preferred not to learn in that way)" (p. 18). The researcher suggested that the ESL students do not want to spend more time study outside of class because they might think the amount of time they spend studying in classes was enough. Or group work was not part of the educational experience they received from their home countries. Therefore, the ESL students might lack the skills or experience to perform in groups. The other reason might be that these students did not feel comfortable in group study without the present of an instructor; they might not have the learning motivation.

It showed almost the same in ESL ATE students' perspective. Like LEAP students, ESL ATE students expect instructors' respect and rapport with them as well as having the ability to

explain clearly. Doyle, Jr. and Webber (1978) and Murray (1985) stated "materials presented clearly" have the strongest correlation with "overall teaching ability" which influence the student ratings of overall effective instruction. Leki (1992) said that the international students with a lack of vocabulary might not comprehend much of what they hear if the teacher talks too fast or offer little repetition. Even though the students pay close attention to what is going on around them, they may actually understand only part of what they hear.

According to Singer (1986), a warm and empathetic climate "may be the single most important factor in determining how well your students learn (p. 32)." Singer (1986) also stated, "A large body of research shows that if a teacher is warm, caring, and enthusiastic, the students learn more (p. 33)." The researcher's findings supported Singer's findings that the ESL ATE students highly valued teachers' caring. They rated "cares about students" as the most important with a mean of 3.70 and a standard deviation of .48. Follow in ranking were "treats students with respect or honor," "gives lessons in ways that students can understand," "answers student questions," and "knows my name" with the same mean = 3.60 and same standard deviations = .52. It is interesting that the ESL ATE students ranked "gives quizzes often" at the bottom of the components of effective teaching with a mean of 2.50 and standard deviation of .97. It might be explained that many students do not like having tests or quizzes often. Some of the students even love not to have any tests at all. The ESL ATE students might think that it is not necessary for giving quizzes often because they might think that as an instructor they can evaluate their student' learning through activities or practice exercise during class sessions.

Descriptive statistics were conducted to see which components the ESL students (ESL ATE students and LEAP students together) perceive #1 most important, #2 most important, and #3 most important among 20 components of effective teaching. They ranked "treats students

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with respect or honor" as #1 most important (44.4%), "asks questions that encourage student thinking" as #2 most important (27%), and "gives lessons in ways that students can understand" as #3 most important (18.9%), respectively. There were strong similarities between LEAP students and ATE ESL students when they identified and ranked what they believed to be the most important 3 out of 20 items representing effective instructors' characteristics. Both groups agreed on both "treats students with respect or honor" and "asks questions that encourage student thinking". For the third most important characteristics of an effective instructor, the LEAP students ranked "gives lessons in ways that students can understand" while the ATE ESL students ranked "has activities in class to get students to participate in the topic." Here, the difference showed the viewpoints from learning experiences and that each group's focus was on distinct future outcomes. From a student perspective, the LEAP students expected the instructors to instruct the lessons clearly so that they can understand what the teachers want them to get from the lessons. That was important to LEAP students because they were focused on learning and their own education. On the other hand, the ATE ESL students thought like an instructor because they would be future educators who would have students of their own to teach. Therefore, having in class activities to get students to participate in the topic was important. If the students do not participate in class, they cannot learn well. "The more opportunities students have to both participate and reflect in class, the better they will learn new material and the longer they are likely to retain it (KoIb (1984); McCarthy (1987), as cited in Felder, R. M. & Henriques, E. R. (1995), p. 24.)

A comparison of students' perceptions of effective teaching among LEAP students and ESL ATE students

The data were analyzed to determine what components ESL students believe that contribute to effective teaching. In addition, ESL students' responses were compared to ATE students' responses to determine if both groups (ESL students and future ESL teachers) had the same thought about what constitutes effective teaching.

There was only one statistically significant difference in student ratings of components of effective teaching when analyzed across these two groups (the LEAP students and the ESL ATE students). It was in the score (explain clearly how to do the assignments) for ATE ESL students (M=3.40, SD=.70) and LEAP students (M=3.70, SD=.47) condition; t (38) =-1.55, p=.030.

The students in the LEAP Program rated "explain clearly how to do the assignments" as more important than the ESL students in the TEFL Program in the ATE Department. The LEAP students' English proficiency was not as good as the ATE students. Therefore, it was very important to them that the instructor explains all assignments in ways that they can understand completely in order for them to do the homework in the correct way and get good grades. The ESL ATE students did not rate it the most important one. They thought that good instructors present the information that they wanted their students to get always in clarity teaching.

A comparison of male and female students' perceptions of effective teaching

The male ESL students' responses were compared to the female ESL students' responses to see if they had the same thought about what constitutes effective teaching. The number of respondents were equal by gender (n=20) for either male or female. There were 3 statistically significant differences in student ratings of components of effective teaching when analyzed

across student gender. It was in the following scores "knows my name" for male ESL students (M=3.40, SD=.94) and female ESL students (M=3.70, SD=.47) condition; t (38) =-1.28, p=.00; "gives time for students to answer questions" for male ESL students (M=3.40, SD=.75) and female ESL students (M=3.33, SD=.49) condition; t (36) =.32, p=.02. The statistics for "gives lessons in order (organized)" were really close to significant, for male ESL students (M=2.95, SD=.62) and female ESL students (M=3.10, SD=.91) condition; t (37) =-.61, p=.05.

The findings showed that the female students' rating for "knows my name" and "gives lessons in order (organized)" were higher than the male students' rating. It could be explained that the data depicted the gender characteristics: females often focus on more detail than males. They love to be cared about, and loved. They like everything in order or well-organized.

An attempt to quantify how often LEAP students observed LEAP teachers demonstrate effective teaching behaviors in classes

The descriptive statistics were conducted to know how often the LEAP students observed instructors in the LEAP Program at Marshall University who demonstrate each of the effective teaching behaviors mentioned in the survey within their classes. The LEAP students rated "knows my name" as the behavior occurring most often with a mean of 3.73 and a standard deviation of .58. "Allows students to practice in small groups" and "treats students with respect or honor" followed as second and third with means and standard deviations of 3.59 (.50) and 3.50 (.68). The students ranked "encourages study groups outside of class" at the bottom of the observed behaviors of effective teaching with a mean of 2.03 and standard deviation of .96.

From the data collected, it was good to know that the LEAP students think the instructors they have in the LEAP program at Marshall University are effective instructors. They rated that

the LEAP instructors often demonstrate the characteristics present in effective instructors (17 items out of 20 items have M ≥ 3.00). Their teachers treated them with respect and cared about them. The instructors had good knowledge about the topic they teach in class and they could change from one topic to another without trouble. The lessons were organized effectively. They allowed the students practice in small groups during class sessions for discussion or group projects. The students were encouraged to work together in class. The instructors explained the lessons in ways that fit the students' language skills so that they could understand. Besides, the instructors had different activities in class to get students to participate in the topic such as small-group exercises, team competitions, and role-play. The students were encouraged to think and to ask questions if they had any. In addition, the homework and tests were graded and returned quickly. The best thing was that the instructors remember all the students' names. The students feel connected with the teachers and their classmates thanks to the friendly classroom environment. However, they did not think their instructors pay much attention to "sets rules for classroom behavior," "uses materials related to the topic," and "encourages study groups outside of class." These findings just showed what the LEAP students observed in their classes as a reference. It was up to the instructors to ultimately decide if they needed to adjust their instructional methods or not.

Many LEAP students had positive comments to say about their instructors in the LEAP Program at Marshall University. Below are some of the LEAP students' testimonials about their teachers and the LEAP Program as cited on the LEAP website:

The LEAP Program is very good. In a few months you feel that your English has improved significantly. I recommend it to all the people who wish to learn the English language.

-Daniela Story, *VENEZUELA*

I love L.E.A.P.! They helped me to improve my English a lot.

-Ming-jen Chu, *TAIWAN*

I think Marshall University has a good ESL program for international students. The L.E.A.P. Program was my first place to study English in the USA. It has wonderful and helpful teachers. I had the best time studying in the L.E.A.P. Program.

-SaedAlshahrani, *SAUDI ARABIA*

L.E.A.P. at Marshall is the perfect place for learning English. It offers students a friendly study environment and great teachers. I truly believe that students in the L.E.A.P. program will gain a lot more than what they expected.

-Kee Chan, *HONG KONG*

I like the LEAP Program because it is an excellent opportunity to meet people from all around the world and it is a great way to learn English.

-Carla Esteva, *Caracas, VENEZUELA*

I studied in the L.E.A.P. Program for two semesters and now I am studying Management Information Systems in the College of Business at Marshall University. My teachers and friends in the L.E.A.P. Program helped me a lot. I have many great memories about the L.E.A.P. Program and I have never forgotten the wonderful experiences I had there. I made many international friends in the L.E.A.P. Program and I will treasure my memories of studying English at Marshall University forever.

-MamiYatsuhashi, *JAPAN*

I love L.E.A.P. very much! I made a lot of friends in this program. All the teachers are very nice. They are not only instructors, but friends. The atmosphere is harmony. Now that I am studying in the University, I miss L.E.A.P. very much!

-Xi Zeng, *P.R. CHINA*

The LEAP Program is the best because it has helped me to improve my English in all the aspects, and know about new cultures and traditions.

-Juana Venegas, Bogota, *COLOMBIA*

The Marshall University LEAP Program is excellent. Is the best way to learn English and then, continue with undergraduate or graduate studies.

-Hector De Leon, *Saltillo, MEXICO*

Limitations

The study had some limitations. The first limitation was related to sample size. The sample size consisted of 40 ESL students plus 5 American students at the ATE Department (as extra population) at Marshall University. The subjects in this study included the international students in LEAP 108 and LEAP 109 classes at Marshall University in Spring 2010 and the ESL students enrolled in Teaching English as a Foreign Language in the Adult and Technical Education (ATE) Department at Marshall University. The researcher could not use the ESL students in LEAP 107 classes due to their limited English proficiency. Due to the small sample size, the number of completed survey responses was limited as well.

A second limitation was that the sample represented ESL students at a single university (i.e., Marshall University). Therefore, the participants' sample was not a probability sample.

The next one is the time limitation. A longitudinal study may be needed. The ESL students' perspectives about effective instructors were collected at one time in one semester. One's viewpoint may change over time. It may have an impact on external validity. Although the findings in this study carry meaningful implications for large-scale projects, generalizations to other ESL students may not be appropriated without further research.

The instrument might also be considered limited. Specifically, the validity of responses might have been affected by the fact that the ESL students' perceptions were collected through a short self-report survey that has only 20 items. The number of survey questions might not been sufficient for students to express their views of effective teachers. Students may have been reluctant to report behaviors because they were still have classes with the instructors for the rest of the semester.

Recommendations for Future Research

Based on the results of this study, there are some recommendations for future research. To obtain more in-depth responses from the participants, future research can be conducted on a larger sample size within various semester and various educational institutions. Further research can be done on factors that might have influence on students' perception of effective teaching such as native country and the number of years the students have been studied English. However, by comparing this study with others and with the testimonial of other students, it is possible to draw conclusions that can be generalized.

In future research, survey and interview can be combined as a mean of data collection. The survey will help to gather quantitative information for the study. Besides, the in-depth interviews will assist in obtaining information that cannot be clearly expressed from the survey.

From the collected data, most of the LEAP students (73.33%, n = 30) had studied English for more than five years. However, they still did not meet the language requirement to enroll in any undergraduate or graduate courses at Marshall University and had to enroll in the LEAP Program in order to improve their English proficiency. In future research, the following questions might be answered. What can the instructors, who taught these LEAP students in their home countries, do to improve their students learning? What was keeping these ESL students from foreign language learning success?

The female respondents in the study tended to prefer lessons to be more detailed and organized than the males. Future research can be done to examine the influence of gender on student's learning perspective and on learning preferences. Moreover, Feldman (1993) said that ratings are slightly higher in classes where the majority of the students are the same gender as the instructor. More research can focus on whether the instructor's gender has any effect on their

student's rating. Further research might be conducted to determine whether ESL students prefer to have a native or an ESL teacher.

This study showed positive feedback from the LEAP students about their LEAP instructors. Further study is needed in more detail to assess what the ESL students expect of their instructors performance in class and the effect this has on student learning.

Conclusion

ESL students in an American education institution come from different countries around the world. They bring their personal preferences, previous experiences, culture, education background, etc. with them to the new education environment. Their perspectives of effective instructors are various. The ESL students have invested a lot of time and money to study abroad so they expect to receive the best teaching and learning. If they have a positive and successful learning experience, they will advise their relatives and friends to go to that school. It is very important for institutions that want to maintain and attract more international student enrollment to identify and meet ESL students' needs and expectations.

Murray (1994) and William Cashin (1995) agreed that student ratings tend to be reliable, valid, relatively free from bias, and useful. Although a limited contribution, the study was taken in order to better understand the ESL students' perceptions of effective instructors, specifically LEAP students' and ESL ATE students' opinions at Marshall University. From the survey findings, the LEAP students felt that LEAP instructors were performing effectively in regard to most of the teaching characteristics mentioned in the survey. However, the survey also showed that students expected more support for ESL learners than was offered at Marshall University.

Gordon and Stuecher (1992) stated that students must not fear payback based on their evaluation or they will not be willing to be honest in their feedback. Surveys conducted by a third-party (neither the students' current instructors nor staff at the program) should be done in order to have a better understanding of ESL students' expectations. Without increased communication with ESL students' about their expectations, there will be some gaps between these expectations and the reality of the situation. In particular, the course evaluation that Marshall University sends to ESL students at the end of the semester does not accurately reflect their expectations and evaluations. Students dare say anything negative about their instructor for fear of bad grades as retribution.

APPENDIX A

CITI Collaborative Institutional Training Initiative

Human Research Curriculum Completion Report
Printed on 2/16/2010

Learner: Tam Vo (username: vothanhtam82)
Institution: Marshall University
Contact Information Department: Adult and Technical Education
Phone: 304-208-1294
Email: vothanhtam82@yahoo.com
Behavioral & Social Science Research:

Stage 1. Basic Course Passed on 02/11/10 (Ref # 4051963)

Required Modules	Date Completed	Score
Introduction	01/30/10	no quiz
Students in Research - SBR	01/30/10	6/10 (60%)
History and Ethical Principles - SBR	02/11/10	4/4 (100%)
Defining Research with Human Subjects - SBR	02/03/10	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	02/05/10	3/5 (60%)
Assessing Risk in Social and Behavioral Sciences - SBR	02/07/10	3/5 (60%)
Informed Consent - SBR	02/07/10	4/5 (80%)
Privacy and Confidentiality - SBR	02/08/10	3/3 (100%)
Research with Children - SBR	02/11/10	4/4 (100%)
Internet Research - SBR	02/11/10	5/5 (100%)
Marshall University.	02/11/10	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Return

APPENDIX B

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www.marshall.edu

Office of Research Integrity   FWA 00002704
Institutional Review Board
401 11th St., Suite 1300   IRB1 #00002205
Huntington, WV 25701   IRB2 #00003206

March 31, 2010

Laura Wyant, Ph.D.
Adult and Technical Education (ATE)

RE: IRBNet ID# 156904-1
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Wyant:

Protocol Title:	[156904-1] English as a Second Language (ESL) Students' Perception of Effective Instructors in LEAP Program at Marshall University

Expiration Date:	March 31, 2011	
Site Location:	MU	
Type of Change:	New Project	APPROVED
Review Type:	Exempt Review	

In accordance with 45CFR46.101(b)(2), the above study and informed consent were granted Exempted approval today by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair for the period of 12 months. The approval will expire March 31, 2011. A continuing review request for this study must be submitted no later than 30 days prior to the expiration date.

This study is for student Tam Vo.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/ Behavioral) Coordinator Bruce Day, CIP at (304) 696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

APPENDIX C

MARSHALL UNIVERSITY

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Office of Research Integrity
Institutional Review Board
401 11th St., Suite 1300
Huntington, WV 25701

FWA 00002704

IRB1 #00002205
IRB2 #00003206

March 17, 2011

Laura Wyant, Ph.D.
Adult and Technical Education (ATE)

RE: IRBNet ID# 156904-2
At: Marshall University Institutional Review Board #2 (Social/Behavioral)

Dear Dr. Wyant:

Protocol Title:	[156904-2] English as a Second Language (ESL) Students' Perception of Effective Instructors in LEAP Program at Marshall University
Expiration Date:	March 17, 2012
Site Location:	MU
Type of Change:	Continuing Review/Progress Report APPROVED
Review Type:	Exempt Review

The above study and informed consent were approved for an additional 12 months by the Marshall University Institutional Review Board #2 (Social/Behavioral) Chair. The approval will expire March 17, 2012. Continuing review materials should be submitted no later than 30 days prior to the expiration date.

This study is for student Tam Vo.

If you have any questions, please contact the Marshall University Institutional Review Board #2 (Social/Behavioral) Coordinator Bruce Day, CIP at (304) 696-4303 or day50@marshall.edu. Please include your study title and reference number in all correspondence with this office.

February 06, 2009

Dear international students at Marshall,

I am a graduate student in Adult and Technical Education Department at Marshall University. Currently, I am conducting a research project entitled "English as a Foreign Language Students' Perception of Effective Characteristics of English as Foreign Language Instructors in the Learning English for Academic Purposes Program at Marshall University" as part of the thesis class requirements.

You are invited to participate in this survey. Your responses will contribute to the success of this study and provide much needed information. This survey is strictly voluntary and will take approximately 20-30 minutes to complete. Your cooperation will be deeply appreciated. You may withdraw from this survey at anytime without penalty.

The purpose of the study is to explore the perception of English as Foreign Language (EFL) learners toward characteristics of effective EFL instructors. Specifically, this study will examine the perception of male and female ESL learners concerning what they perceive to be good qualities and characteristics of ESL instructors.

Please be informed that all data will be kept confidential. No one except the researcher will have access to the data. The following contact information is available if you have questions or concerns regarding the survey:

My Supervisor:

Dr. Laura Wyant

Marshall University

(304) 696-3073

wyant@marshall.edu

If you have questions concerning your rights as a research participant, you can

contact the Office of Research Integrity 304-696-4303. You may also call this number if:

- ○ You have concerns or complaints about the research.

- ○ The research staff cannot be reached.

- ○ You want to talk to someone other than the research staff.

SIGNATURES

You agree to take part in this study and confirm that you are 18 years of age or older.

You have had a chance to ask questions about being in this study and have had those

questions answered. By signing this consent form you are not giving up any legal rights to

which you are entitled.

_____   _____   _____

Signature   Name (Printed)   Date

Thank you for your understanding and participation in advance.

Sincerely,

Tam Vo

304-208-1294

vo@marshall.edu

March 10, 2011

Dear International students at Marshall,

I am a graduate student in Adult and Technical Education Department at Marshall University. Currently, I am conducting a research project entitled "English as a Foreign Language Students' Perception of Effective Characteristics of English as Foreign Language Instructors in the Learning English for Academic Purposes Program at Marshall University" as part of the thesis class requirements.

You are invited to participate in this survey. Your responses will contribute to the success of this study and provide much needed information. This survey is strictly voluntary and will take approximately 20-30 minutes to complete. Your cooperation will be deeply appreciated. You may withdraw from this survey at anytime without penalty.

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My Supervisor:

Dr. Laura Wyant

Marshall University

(304) 696-3073

wyant@marshall.edu

If you have questions concerning your rights as a research participant, you can contact the Office of Research Integrity 304-696-4303. You may also call this number if:

o You have concerns or complaints about the research.

o The research staff cannot be reached.

o You want to talk to someone other than the research staff.

SIGNATURES

You agree to take part in this study and confirm that you are 18 years of age or older. You have had a chance to ask questions about being in this study and have had those questions answered. By signing this consent form you are not giving up any legal rights to which you are entitled.

_____   _____   _____

Signature   Name (Printed)   Date

Thank you for your understanding and participation in advance.

Sincerely,

Tam Vo

304-208-1294

vo@marshall.edu

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CURRICULUM VITAE

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SUMMARY OF SKILLS
- Competent with Windows, Excel, Word, and Power Point
- Creative, always willing to learn new skills
- Strong academic background in Education and Training
- Punctual, responsible, and able to communicate well with co-workers.
- ServSafe Food Certification
- Meticulous Hiring Certification
- Green Belt Training Certification

EDUCATION
- **Ed.S., Adult and Technical Education**
  Marshall University, Huntington, West Virginia, USA   *May '12*
- **M.S., Adult and Technical Education**
  Marshall University, Huntington, West Virginia, USA   *May '07*
- **B.A., Translation and Interpretation**
  HUFLIT University, Vietnam   *Aug. '04*

INTERNSHIP
- Graduate Assistant
  ATE Department, Marshall University   *Aug. '05- Dec. '06*
    - Responsible for routing all outgoing and incoming mail for the office, as well as other clerical duties as needed
    - Handle projects responsibly; due to high level of integrity, accustomed to being entrusted with confidential information
    - Perform various office duties including filing, typing, copying, etc.
- Graduate Assistant
  Early Education Center, Marshall University, WV   *Jan. '07- Dec. '09*
    - Perform other programmatic / fiscal duties as requested
    - Assist Lead Teacher/Director with creation of purchase orders
    - Communicate effectively with Lead Teacher/Director to ensure financial accounts are in good status
    - Assist Lead Teacher/Director with billing, collection of children's tuition, reconciliation of accounts, and correspondence with the Bursar's Office and Marshall University Foundation

- ➢ Graduate Assistant
  Dean's Office, COEHS, Marshall University, WV   *Aug. '07- May '10*
  - Handle projects responsibly, create executive correspondence as directed; due to high level of integrity, accustomed to being entrusted with confidential information
  - Perform various office duties including filing, answering phones, running surveys for the Model School program, acting as office liaison for the Dean of the College of Education and Human Services in the absence of the Administrative Assistant
  - Responsible for scanning all paper files and entering into the computer system on the paperless program for the Dean's office in College of Education and Human Resource, while ensuring all confidential documents once transferred to the computer are shredded
  - Responsible for routing all outgoing and incoming mail for the Dean's office, as well as other clerical duties as needed

WORK EXPERIENCE
- ➢ Management Trainee
  Cintas Corporation   *Jun. '10 – Nov. '11*
  - o Train and supervise production personnel on the job to perform up to quality, productivity, and housekeeping standards
  - o Maintain production schedule, meeting both quality and productivity requirements
  - o Enforce safety rules, practices, and procedures
- ➢ Student Manager
  Sodexo Campus service, Marshall University   *Aug. '07 – Dec. '08*
  - o Ensure the highest quality of customer service at all times
  - o Monitor daily production, employee treatment of customers, speed of service and product quality
  - o Monitor employees, giving directives, and overseeing the daily operations
  - o Monitor food safety procedures, conduct safety meetings
  - o Assist in monitoring cash handling procedures
  - o Develop menu items and establish pricing
  - o Initiate projects and tasks that will build employee morale and improve the level of customer service provided
  - o Recruit, train, evaluate and terminate employees
- ➢ Shift-leader
  Sodexo Campus service, Marshall University   *Jan. '06 – Aug. '07*
  - o Ensure the highest quality of customer service at all times
  - o Monitor food safety procedures
  - o Assist in training new employees at Chick-fil-a station
- ➢ English teacher
  Hong Ha Elementary School, Vietnam   *Aug. '04 – May '05*
  - o Prepare daily lesson plans

- o Teach English classes
- o Give grades and contact with students' parents

HONORS AND ACTIVITIES

- o Member of Golden Key-International Honor Society
- o Member of Kappa Delta Pi-International Honor Society in Education
- o Campus Light Ministry
- o Employee of the month, Sodexo Campus Services-Marshall   *Nov.'08*
- o Volunteer in fundraising for victims of Xangsane storm   *Oct.'06*
- o Participated in fundraising for African Water Wells   *Mar.'08*
- o Volunteer in community service project   *Sep.'09*

REFERENCES

Available upon request