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ABSTRACT

This thesis examines the important influence of teacher-student relationship on English as a Foreign Language (EFL) from the perspective of Chinese university students. Through questionnaire survey and follow-up interviews among Chinese university EFL students, this mixed method study found strong ties between teacher-student relationship and EFL teaching effectiveness. Based on the findings of this study, I also outline eight qualities that an effective EFL teacher should possess, which can function not only as a guideline for EFL teachers in Chinese universities to follow, and one way to understand Chinese university students as well.

The findings from this study suggest it necessary that EFL teachers in Chinese universities should involve their students into the teaching and learning process and improve their teaching in response to students' needs.

This study also suggests that Chinese universities should establish a teacher-development system where EFL teachers improve their teaching methodology and exchange information. Chinese students could develop comprehensive English knowledge to meet the challenges of a changing global society.
DEDICATION

To my father and mother: I hereby dedicate this work to you for your help and support in the past 28 years.
ACKNOWLEDGEMENTS

I would like to acknowledge many people for their support and assistance.

First and foremost, I would like to thank Dr. Yvette Daniel, my thesis advisor, for her consistent support and guidance. I am especially grateful to her for her strong belief in me. I would also like to thank the other members of my thesis committee, Dr. Finney Cherian and Dr. Dale Jacobs, whose suggestions and opinions were extremely valuable.

A special note of appreciation goes to Dr. Ruthann Tobin for her support both personally and professionally throughout my two-year study at the University of Windsor.

I would also like to thank all Chinese EFL students back in China who participated in this study. Your brilliant ideas inspired me a lot. I would like to express my thanks to College of Adult/Continuous Education of Heilongjiang University for their permission to conduct this study on their campus.

Thank you, my dear father and mother: I could not have completed my second Master degree without your continued guidance and encouragement. Thank you for your endless love and care.

I would also like to thank Professor Chunlong Zhang, who provided full support for my study here in Canada.

Gayle Tait, thank you for the precious friendship and help throughout the two-year study in the Faculty of Education at the University of Windsor.

A final acknowledgement goes to my friends for their encouragement, especially Min Zeng, and Salah Zogheib.
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INTRODUCTION

This study focuses on the perspectives of Chinese university students who study English as a foreign language (EFL) in a Chinese university. In particular, it pertains to influences found between teacher-student relationship and English teaching effectiveness in China. Through a survey study of a sample of Chinese university students I explore the significance that the role of the teacher-student relationship plays in university English teaching effectiveness with the goal of discovering the relationships desired by students in their English learning experiences. Ultimately, I am trying to develop a practical schema of teacher-student relationship for university EFL teachers and to contribute to issues of Teacher Development in Chinese universities.

General Statement of the Problem

Research and studies in Teaching Effectiveness have a history of more than 80 years. Many studies were conducted to identify elements of effective teaching, to specify these elements in terms of teaching behaviors, and to find the relationship between these specific observational behaviors and student growth. The publication of *Teaching Effectiveness: Its Meaning, Assessment, and Improvement (TERC, 1975)*, marked the beginning of research-based era for teachers, administrators, parents, and students interested in this issue. The study of teaching effectiveness also contributes to the study and development of Teacher Development programs.

In the 80 years of history, teaching effectiveness has become a worldwide issue. Most studies focus on the perspectives of the administration or the teachers to find ways to improve teaching pedagogy and practices. In recent years, with the influence of world globalization and immigration trends, many scholars have begun to shift their focus from
teachers or administrators to students. The teacher-student relationship has been studied for more than 20 years in the K-12 system. But little research so far has touched teacher-student relationship at the university level or has studied how teachers influence adult learners until recent years.

Based on my three-year experience of teaching English as a Foreign Language (EFL), I believe that the classroom is the arena where teachers and students participate in the activities of understanding and questioning learning materials. Students' various reaction to the same piece of text prompted my research into textual interaction¹ in the field of applied linguistics. However, the study of textual interaction is far from enough to solve all problems encountered in the process of teaching. Other factors have influenced the teaching effectiveness, such as teaching practice, student learning process, communication still, teacher-student relationship and so on. Among those factors, I found students' relationship with English teacher in China is closely connected with the teaching and learning outcomes in the process of learning English as a foreign language.

My extensive experience with teaching and learning English for the past 8 years in the context of English as a Foreign Language (EFL) in Chinese universities, a passive learner during the first four years and reflective teacher in the next four years have informed my research questions. Also, teaching experiences and reflections on teaching while studying in the graduate program at University of Windsor generated my interest into doing research on the relationship between EFL teaching effectiveness and teacher-student relationship from perceptions of Chinese adult EFL students, because EFL education in China plays a special role in the development of the country.

*English Education in China*

¹ Textual interaction: readers' reaction to textual discourse.
When the Open Door Policy came into effect in 1978, English has become the most widely studied foreign language in China. Most Chinese students begin learning English from their junior high schools. Elementary schools in southern China offer English courses, too. English is also a required subject in national College Entrance Examination. English is a required course at the university level, too. Chinese university students need to complete at least a two-year English course in universities and have to pass a nation wide standard examination: College English Test (CET) in order to get the graduate certificate. Therefore, all Chinese English teachers have to use the same textbooks and follow the same curriculum regulated by the Ministry of Education from mid 1980’s.

In 1994, the Ministry of Education launched a nation wide “Quality Education Reform” in order to upgrade the quality and effectiveness of education. English education at the university level changed as well. More and more educators apply western style of teaching and regard students as the center of the learning process. Some advanced educational theories, such as Constructivism have been studied and investigated in China from 1980s. University English teachers are given more freedom in their teaching and educators and researchers are seeking ways to improve English teaching quality too.

Research Questions

In my study I am going to explore the connection between teacher-student relationship and English teaching effectiveness at Chinese universities. It will look in detail at the attitudes of Chinese EFL university students. It will inform how Chinese EFL students at a university level perceive English teaching effectiveness and their attitudes with regards to their relationship with their English teachers. I believe the
findings of this study will be helpful to English teachers in Chinese universities wishing to improve their teaching. Moreover, if teachers could understand the needs of their students and improve their teaching accordingly, the English teaching and learning process in Chinese universities may become much more effective. I am hoping to discover practical suggestions for research in University Teacher Development both inside and outside China.

Researchers (eg. Fredriksen & Rhodes, 2004; Jacobson, 2000) have found that there is a strong tie between teacher-student relationship and teaching effectiveness, and teacher-student relationship plays a significant role in the research of teaching effectiveness. However, there is a gap in the literature, because less research has been done about EFL teaching effectiveness and teacher student relationship at the university level. For Chinese university students who learn English as a foreign language, it will be meaningful and helpful to investigate their perceptions on the role teacher-student relationship plays in English education. Through quantitative survey questionnaire and qualitative follow-up interviews with Chinese EFL students from a Chinese university, I would like to explore the following questions for my research study.

1. Is there a relationship between EFL teaching effectiveness and teacher-student relationship from the perspective of Chinese university students?
2. How does teacher-student relationship affect EFL teaching effectiveness in Chinese universities?
3. What kind of teacher-student relationships do Chinese university students desire in their EFL learning?
Rationale

This study is designed to examine the perceptions of Chinese university students on the role of teacher-student relationship in EFL teaching. In response to China’s recognition of the social and economic prosperity and quality education, it is critical to improve the effectiveness of EFL teaching. The studies on teaching effectiveness involve teaching strategies, student’s satisfaction and administrative support to education process. Among these factors, teacher-student relationship is one of the most important criteria for students’ satisfaction, even though, university students are considered to be less influenced compared to students in primary and secondary schools.

The study will evaluate effective teaching from students’ perspective to add to existing research in this field. The results and conclusions aim to remind university teachers to focus on students’ needs in their teaching. It will also provide teachers in Chinese universities with a series of strategies to establish collaborative relationships with students to benefit young adults’ learning achievements.
THEORETICAL FRAMEWORK

Review of Literature

*Education is not a filling of vessel, but the kindling of a flame.* — Socrates

Education means more than teaching. Teachers are there for their students to turn to and are responsible for imparting knowledge to the following generations. The purpose of this study is to find out how Chinese university students perceive the relationship between teacher-student relationship and EFL teaching effectiveness. Therefore, the review of literature consists of four sections. Firstly, I introduce the current situation of EFL education at the university level in China. Secondly, I briefly discuss the history of studies conducted on teaching effectiveness and EFL teaching effectiveness. I also include research on the role of teacher-student relationship in teaching. Then, I examine Student Evaluation of Teaching Effectiveness (SETE), a widely used method to evaluate teaching effectiveness in higher education.

*Chinese education history and EFL education in China.*

China has a long record of formal education and meritocratic examination that can be traced back to the Shang Dynasty (16th century B.C.). Success in these exams made a person eligible for a position in the government civil service. Students worked on an individual basis with tutors to master the information needed to pass the exams, which were based on a comprehensive study of traditional literature, Confucius, and Mencius (*Way of life*) in particular. The Imperial Examination System was finally discontinued in 1960, after the challenge posed by the expansion of the West, combined with the increasing western influence in China, persuaded the Chinese of the need for thorough reform of all their institutions. With the establishment of People’s Republic of China in
1949, schools were reorganized on a western model. However, Chinese traditional educational system had been exam-oriented, characterized by out-dated, plain, and overly complex textbooks, memorization-focused exams, a great amount of repetitive and monotonous homework, and isolated subjects in the curriculum (China-online, 2000). Under such an educational system, teachers tend to teach in a rather rigid way, with goals centered on students’ high scores on tests, while students are molded to one standard according to a fixed form. To enter a college or university, it is necessary for a high school student to take a national exam of three basic subjects, Chinese, Mathematics and one foreign language. English took place of Russian and became major foreign language from the initiation of the Open Door Policy in 1978. Chinese government has taken all kinds of measures to improve the system to meet the demands of fast developing country.

Based on thorough investigation and research, China’s Ministry of Education suggested the term “Quality Education” in 1994 and launched a nation-wide educational reform to propel Quality Education in all subjects and at all levels in 1999. A series of actions were taken to shift educational goal from high marks in exams to the development of students’ intelligence, knowledge, and skills.

Foreign language education is considered an important means of absorbing western civilization and tools for better communication with different countries and cultures. Foreign language education becomes the third important subject, after Chinese language and Mathematics. Liu and Gong (2001) pointed out that about one hundred million students were learning foreign language in primary (6-year) and secondary schools (two levels, and 3 years respectively) in China. The number indicates that all
university students have learned foreign languages for at least 6 years in secondary schools.

Quality Education reform also takes effect at the university level. In 2001, Li, Yinhua, member of College Foreign Language Community, clarified that College English education aimed to help students develop comprehensive ability of using English, especially speaking and listening abilities, which enables students to exchange information and communicate in English more effectively. Within the past four years, College English Education has undergone five aspects of reform, namely, curriculum, teaching model, and evaluation system of College Education Test (CET) Band 4 and Band 6, which are standard exams that measure university students’ English knowledge. The focus of College English Curriculum shifted from reading to speaking and listening; teaching modes are multimedia instead of teacher lecturing; CET-4 and CET-6 emphasize the ability of listening and speaking instead of grammar and reading only. However, there are still a range of problems in this process.

Hu (2002) suggested that Chinese government and educators should realize the importance of EFL education from the perspectives of Language Planning. As a prestigious linguist and English educator, Hu (2002) also raised four problems in the field of language planning, university English teacher education, college education problem and communicative pedagogy. Concerning language planning, he suggested that English teaching planning should take all levels of education into consideration (from primary schools to universities). Secondary schools started using new textbooks from year 1996, while new College English had not been in use until year 2001. Thus from 1999 to 2001, both university English teachers and students complained that their textbooks were not
up-to-date. Most of the content had been learned in secondary school. They also questioned the existence of university English teaching. When the new textbook finally came out in year 2001, university EFL teachers had to teach the essence of the new book to students without sufficient training. They were asked to teach in English during the class hours, which was difficult for most university EFL teachers who had been teaching English in Chinese for many years. That is why Hu (2002) emphasized the importance of English teacher education.

In China, university English teachers graduate mainly from two kinds of universities: Normal University and Comprehensive Universities. Normal Universities, like Teachers College in Canada, focus on English teaching methodology, and curriculum planning, not the English language itself. Graduates from Normal Universities will teach secondary school or undergraduate students. On the other hand, graduates from Comprehensive Universities have learned English, the language, for four years with a solid foundation of English language and literary. Qi (2003) and Hu (2002) indicate that teaching English is not limited to teaching language knowledge itself. Teachers should be able to pass on the intelligence and civilization from other cultures in their teaching and demonstrated a “correct” direction of self-development for the students. That is to say that English teaching effectiveness extends beyond the boundaries of language. Therefore, graduates from Comprehensive Universities appear to be better prepared to address these challenges.

Qi (2003) suggests four guidelines for college English teachers. Firstly, teachers help students understand the meaning of student-centered education by encouraging active participation in class activities. Secondly, English teachers should practice their
own oral English and model for the students to talk in English with confidence. Thirdly, as Eckersley (1987) stated that the most harmful common phenomenon of language teachers was that they had been talking too much in class. At the same time, teachers should establish a relationship of co-operation and respect, because this relationship might influence teaching outcomes.

With education reform all over the country, most educational studies and research (Yuan, 2001; Liu, 2000; Hu & Wang, 2001; Zhu & Zhu, 2002) focus on the effects of Quality Education and communicative teaching methodology to improve EFL teaching effectiveness from the perspective of teachers and school management. Researchers collect students’ responses to their questions on teaching preparation, teaching process and evaluation system. Researchers and educators realize that to involve students into teaching would help students’ learning. However, most of the studies focus on teachers and administrators. There should be studies conducted of students’ perceptions, because they are the center of teaching and learning, not the teachers or the administrators.

**Teaching Effectiveness.**

From 1920s (Brandenburg and Remmers, 1927), effective teaching has been investigated and evaluated for two purposes, administration and teaching improvement. In the following 40 years, researchers focused on classification and categorization within the realm of teaching effectiveness. Ryans (1967) classified five categories to evaluate teachers’ behaviors: motivating, organizing, demonstrating, evaluating and advising behaviors. Teacher Education Research Center (TERC) of the State University College at Fredonia published *Teaching Effectiveness: Its Meaning, Assessment and Improvement* by the, established in 1967. It collected studies and research on teaching effectiveness.
conducted to identify elements of effective teaching, to specify these elements in terms of teaching behaviors, and to find the relationship between these specific observational behaviors and student growth (Ryans 1960, Callahan 1962, Dreeben 1968, Fuchs 1969). This book provided research-based knowledge to teachers, administrators, parents, and students interested in this issue. Feldman (1972) pointed out the “incompetence” of supervisory observation of teaching practice. She also recommended that teacher evaluation be identified and validated through research related to students’ achievement and that teachers be involved in the development of competencies, “First, because they have a great deal to offer; second because their very involvement will lead in the process to improvement of their own teaching.” (Feldman, 1976, p.78)

Morris (1970) edited Effective College Teaching, which provided guides for university teachers in both the social and scientific fields. This book outlined some crucial features for effective teaching at university level. Feldman (1988) synthesized 31 studies in which college students and faculty members specified characteristics important to effective teaching. Seven categories were emphasized: sensitivity, preparation, knowledge, enthusiasm, clarity, availability, and quality of examinations.

But what is Teaching Effectiveness at the university level?

The road to more effective college teaching lies not in turning away from scholarship but in learning simultaneously more about other disciplines, the principles of teaching, and the complex institutions that universities have become. (American Joint Committee on College Teaching, 1988)

Morris (1970) indicated that the teacher should be actively aware that teaching goes beyond scholarship in his/her own speciality, and beyond teaching in the specific
field. Students and faculty “know” effective teaching when they experience it, but often find it difficult to identify and enunciate the specific characteristics of what they experienced as good teaching. Chickering and Gamson (1987) published *The Seven Principles of Good Practice in Undergraduate Education* that became basis for development of college teaching rating items (Center for Support of Teaching and Learning, Syracuse University). Based on their research, the most common characteristics of effective teaching at the university level are as follows:

1. *Appropriate student learning outcomes* places the focus on the outcomes of effective teaching. They can be classified by a variety of schemes including cognitive vs. affective or low-level (i.e. acquisition of knowledge) vs. high-level (i.e. analysis). It is important to ensure that student learning is consistent with course objectives.

2. *Flexibility in teaching approaches* permits faculty to enhance student learning by responding to diverse student backgrounds and learning styles. Research indicates that engaging students in the learning process contributes to their cognitive development. It has also been documented that faculty who implement a variety of appropriate instructional approaches are more enthusiastic in their teaching.

3. *Good organization and preparation of course* is reflected in the level of preparation, use of class time, and in the course objectives, syllabus, assignments, activities, and evaluation methods of student performance. Organizational strategies are important as research indicates they are related to how much students learn.
4. Knowledge of and enthusiasm for the subject matter and teaching should be evident. Faculty must be knowledgeable in their subject matter in order to organize it in a meaningful way for students. They should be able to communicate their knowledge at a level students can comprehend. An infectious enthusiasm comes with confidence and excitement for the subject and teaching.

5. Effective communication is important in all types of educational settings from large lectures to one-on-one conversations. It is manifested through good speaking, writing, and listening skills. Communication also occurs in a variety of other ways including a course syllabus, presentation, explanation, or course activities.

6. Positive attitude toward students is evident in a teaching environment that supports student learning and provides a positive self-image for students. It is reflected in mutual respect and rapport, concern for students’ learning, availability to students outside of class, and encouragement of students to participate in discussion and express their opinions.

7. Fairness in evaluation and grading is reflected in the consistency between course objectives, course content, evaluation strategies, and assignments. The standards of grading should be clear and consistent, feedback timely and useful, and the equity of the workload for the credits received appropriate.

Every one agrees that the success of a school depends on the quality of its teaching staff. When teachers are effective, students learn; when teachers are skilled, parents are happy; when teachers look good, their principals also look good (McEwan, 2001).
Those who teach do so because they have known teaching’s magical attraction to the spirit, to say nothing of the ego, and have known as students the lengths to which some teachers will go to help others, like themselves, to learn. They know that to convey to others the knowledge of any subject and to do so effectively are two of life’s greatest joys. (Banner and Cannon 1997, 133-134)

There comes the problem of how we evaluate teaching effectiveness. Is it possible to measure Teaching Effectiveness? Darling-Hammond and others (1983) define teacher evaluation as “collecting and using information to judge.” Evaluation of Teaching Effectiveness (ETE) is a combination of plan, collection, analysis and synthesis to fulfill two main purposes: personnel decision and teaching improvement. Braskamp, Brandenburg, and Ory (1984) suggest a model to evaluate teaching effectiveness in a five-chapter guidebook. They emphasize the distinction between two major complementary purposes of evaluating teaching effectiveness – personnel decision and teaching improvement. They also claim that evaluation of teaching effectiveness needs to be perceived from multiple parties of interests, faculties, administrators, students and parents.

*Student Evaluation of Teaching Effectiveness (SETE).*

One of the many ways to assess teaching quality is ask student to evaluate their instructors’ performance. SETEs (Student Evaluation of Teaching Effectiveness) are research instruments in the form of survey questionnaires completed by students to evaluate teaching for the purpose of improving teaching or for personnel decisions in education.

Student evaluation of teacher performance, or student ratings, is also one of the
most controversial techniques used to identify teacher effectiveness. Few faculty members question the usefulness of ratings in providing feedback about teaching that can result in improved instruction, but many continue to challenge student-rating use in making personnel decisions (Marsh, et al., 1979). Evidence from previous studies indicates that most universities and colleges throughout the world use student ratings of instruction part of their evaluation of teaching effectiveness (Aleamoni, 1981; Seldin, 1985; Abrami, 1989; Wagenaar, 1995; Abrami et al., 2001; Hobson & Talbot, 2001).

With the surge in public demand for accountability in higher education and the great concern for quality of university teaching, the practice of collecting student ratings of teaching has been widely adopted by universities all over the world as part of their quality assurance system. (Kwan, 1999, p.181)

Based on different purposes, the SETE can be either Formative or Summative. Scriven (1967) first distinguished between the formative and summative roles of evaluation. As Centra (1993) indicated, a formative purpose meets four conditions. First, teachers must learn something new from SETE. Second, they must value the new information. Third, they must understand how to make improvements. And, finally, teachers must be motivated to make the improvements, either intrinsically or extrinsically. SETE can also be formative if used at the end of the semester, (Centra 1993, 57). Similarly, Feldman (1988) identified twenty-two "instructional dimensions" of effective teaching in his research on SETE. Those specific dimensions tend to be especially helpful in the formative evaluation process because they assist teachers in understanding what students like and dislike about their teaching style.

Summative purpose of SETE is used to evaluate the overall effectiveness of an
instructor, particularly for tenure and promotion decisions (Centra 1993). Generally, universities utilize information from several sources about a faculty member's teaching, but only SETE tends to be administered systematically (Cashin 1988). An end-of-course evaluation form also tends to include global items on the overall effectiveness of the teacher or the quality of the course. Although global ratings tend to correlate highly with a number of specific factors (Centra 1993), debates concerning the use of student ratings of teaching revolves around what kind of measures should be used for summative evaluation of faculty, in making personnel decisions for retention, promotions, tenure, or salary increases, and of course, to assess their effectiveness (Cashine & Downey, 1992, p. 564). Some researchers assert either that only specific rating should be used for summative and formative purposes (Cashin, 1988) or that both global and specific items need to be considered in summative decisions (Marsh 1991a, 1991b; Marsh and Bailey 1993).

However, students' ratings of teachers are highly influenced by factors such as course characteristics, SETE procedures and student grades (Algozzine, et al., 2003). Courses offered in colleges and universities are beyond the control of instructors; class size, undergraduate or graduate level, and topic difficulties are inherent to the course. Quite a few studies (d' Apollonian & Abrami, 1996; Hobson & Talbot, 2001; Chen & Hoshower, 2003) have investigated these variables to measure their influences. But the results have not been consistent. Some (d'Apollonina & Abrami, 1996; Hoffmann, 1978) found smaller classes were rated somewhat more favorably. On the contrary, some researchers (Marsh and Roche, 1997) found large classes also were rated favorably. Marsh and Roche (1997), and Hu, (2002) found elective courses and those in which
students have more interests tended to be rated higher.

Marsh and Roche (1997) didn’t find that students had the intention to rate same-sex instructors higher than opposite sex. However, Centra and Gaubatz (2000) found slight gender preferences, particularly between female students and female instructors. Similarly, the manner in which SETEs are conducted will affect the SETE’s objectivities, especially, student anonymity, and presence of the teacher. Blunt (1991) did not find that students’ anonymity significantly influenced the validity of student rating of instruction. But higher ratings were obvious if ratings were not anonymous and if the instructor was present (Marsh and Roche, 1997). Eiszler, 2002; Feldman (1997) also found that students with better grades and students with an expectation for higher grades would generally rate their instructors with higher scores. Although many variables have been indicated to influence student ratings of teaching, they cannot influence the results (d’Apollonia and Abrami, 1997).

Despite all the discrepancies on SETEs, the use of student ratings of instruction is well accepted entrenched, and SETE still proves to be the most effective way to evaluate teaching. At the same time, some researchers (Anderson, & Carta-Falsa, 2002) suggest using open questions instead of sheer numbers to show the beliefs of the students. They designed the research through qualitative analyses of student’s narrations on faculty-student relationship. Algozzine, et al.(2003) urged that “it should be the duty of all individuals in higher education to continue to improve the evaluation process and to work toward providing a clearer picture of instructional effectiveness.”
Teacher-Student relationship

Studies agree that children's relationships with their teachers are pivotal, affecting students' connection to school, motivation, academic performance, and psychosocial well-being (Fredriksen, & Rhodes, 2004). Qi (2003) suggested that teachers should respect students and form an equal and collaborative relationship with their students. Qi is not the only one who has realized the importance of teacher-student relationship. Researchers in Special Education are doing research in issue of Caring. Teven and Hanson (2004) investigated the impact of teachers' intimacy on student perceptions of teachers' credibility. The results indicated teacher caring and intimacy demonstrated strong effects on teachers' credibility, which would make the teacher trustworthy. They also demonstrated that high verbal caring is a crucial factor that helps teachers maintain credibility in the classroom. Teachers interact and communicate with their students with highly caring words, which helps to stimulate positive reaction with the students (Teven, 2001). Weber (2004) quoted her professor's words in her article. "'One last thing,' said our professor. He paused for emphasis and looked at us. 'You must love your students.'" She had a strong belief that "wisdom is a seed. (p.47)" This seed grew in her heart without noticing, but she saw the flower when students told her: "We love you (p.49)".

Caring for students is not the only factor that matters in either teacher-student relationship or teaching effectiveness, especially in university teaching. Researchers from Tennessee, Texas and another two states in America (Haycock, 1998) have noticed that the most significant factor that impacts student achievement is the teacher. They suggested that well-qualified teachers should possess a series of skills, among which positive verbal communication skills help to close the gap between teachers and their
students. They describe that students tend to achieve more in a class with a teacher, skilled in verbal communication. Studies also indicate that the impact of a teacher (for good or for bad) is cumulative, has a lasting, measurable effect on academic performance (Sanders & Rivers, 1996), and accounts for the discrepancy between “gifted” and “remedial” (Haycock, 1998). Research tells us that the influence of teachers is the single-most important factor in determining student achievement, even more so than socioeconomic status (Sanders & Rivers, 1996; Collias, Pajak, & Rigden, 2000), which for years was deemed as having the highest correlation to academic success (Coleman, 1966).

Much research has focused on teachers’ teaching styles and students’ learning styles and their interaction to affect student learning (e.g. Taylor, 1994). Furthermore, many studies identified in the literature have examined the relationship of student’s achievement to effective teaching. Hughes, Cavell, & Willson (2001) studied the correlates of peers’ perceptions of teacher-student relationship quality. They found that children use information about teacher-student relationships when responding to sociometric problems. Some researchers have interpreted that positive teacher-student relationships function to enhance children’s peer relationships (Howes, Hamilton, & Matheson, 1994). Alternatively, the fact reveals that children who establish positive relationships with teachers also have positive relationships with their peers (Graziano & Eisenberg, 1997). Ladd, et. al (1996) found that the quality of teacher-student interactions predicted kindergarten children’s initial behavior styles. Studies (White & Kistner, 1992; White, Sherman, & Jones, 1996) indicated that teacher-student interactions influenced students’ behaviors in dealing with their peers in the future.
Studies at the high school level (Foote, Vermette, & Wisniewski, 2000) describe the image of “bad” teachers, offer suggestions to teachers on how to avoid being “awful” and provide a list of reminders of positive behaviors as well. These bad behaviors have hindered the establishment of a safe and secure educational environment for learning. Anderson and Carta-Falsa (2002) point out that students benefit from personalizing teaching, which requires teachers to work together on the design of class related task. Research shows that as students and instructor become more motivated, opportunities to learn from each other increase and they work voluntarily and more productively. Teachers’ affirmative views of the students increase students’ self-esteem, which motivates students to explore complex intellectual issues. (Joyce, Weil, & Showers, 1992)

Students in college report a desire for an open, supportive, comfortable, respectful, safe or non-threatening, and enjoyable interpersonal climate (Anderson, & Carta-Falsa, 2002). Such an environment helps teachers and students to acknowledge and values each other’s point of view. But what kind of teachers can help establish such a learning environment? The answers to this question vary with time and subjects. Researchers over time and around the world agree that positive teachers are the most helpful. Gill (2001) suggests eleven commandments for good teaching, based on his 20 year of teaching in high school. His model is “creating classrooms where teachers can teach and students can learn” (Gill, 2001, p.1). In his book of “What the best college teacher do”, Bain (2004) discusses the things that outstanding teachers do well. His book shows that outstanding teachers always know their subjects extremely well. These teachers spend a lot of efforts preparing their textbook teaching, as well as basic features.
of the class they are going to teach. They adjust their teaching according to the class size, students’ needs and so on. Exceptional teachers have higher expectations for their students. In actual teaching, good teachers know how to create a “natural critical learning environment (Bain, 2004, p.18).” Teachers (in Bain’s book) who are highly effective tend to reflect a strong trust in students as well as their abilities. They check their students’ work in a more elaborate way than other teachers. More importantly, these teachers never stop learning and enriching knowledge both in and out of their own subjects. These teachers never blame students for any of the difficulties they face. The last common feature of these good teachers is that they all commit to academic work. Unlike Gill, Bain does not provide template for college teachers to follow, Bain urges teachers to contemplate and engage in reflective practice.

Teacher Development

SETE also evaluates appropriate application of students’ feedback to improve teaching quality. Studies (Cohen, 1981; Feldman, 1988; Weimer 1991) indicate that student ratings lead to improvement if teachers study them carefully. They also suggest that the degree of improvement can be much greater if the teacher shares the results with a colleague or a teaching consultant. As discussed before, student evaluation of teaching serves many purposes. Evaluations are used for making personnel decisions, allocating faculty resources, diagnosing and improving teaching performance, and choosing course and instructors (Crumbley, Henry & Kratchman, 2001)

Student evaluation results also matter to teacher/professional development program. Hobson and Talbot (2001) recommended that a faculty evaluation office or faculty development office in a university could help teachers analyze the feedbacks from
their student. The Ministry of Education in China offers training programs to university English teachers every year to help them update their teaching methods, to provide a forum for English teachers to exchange their teaching experiences. However, such programs are offered once a year and in summer only and generally, each university has at most two opportunities. The majority of teachers do not have chances to participate in such programs.

Hu (2000) suggests that each university offer workshops or establish professional development office, where English teachers can reflect on their teaching and improve their knowledge and teaching methods as well. Smylie and Conyers (1991) suggest that universities must recast in-service programs for teachers. Reflective practice can be a beneficial process in teacher professional development, both for pre-service and in-service teachers (Ferraro, 2000). As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996).

Research on effective teaching over the past two decades has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998). Reflective practice can be a beneficial form of professional development at both the pre-service and in-service levels of teaching. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in the classroom. Therefore, teacher/professional development is a crucial step in the process of improving teaching effectiveness.
Significance of the Study

This mixed-method study is designed to examine the perceptions of Chinese university students on the role of teacher-student relationship in EFL teaching in Chinese universities. This research is intended to explore the ways teacher-student relationship affect EFL teaching effectiveness at the university level. The findings of the study may inform our understanding of EFL teaching in China and ESL teaching to Chinese students in western countries. Results suggest that teacher-student relationship plays a significant role in English teaching in China. It also provides some recommendations about what kind of teacher-student relationship can benefit English teaching effectiveness. Therefore, the results of the study will be helpful to EFL teachers and learners in Chinese universities because the teacher-student relationships model reinforces the important role of communication and interaction that is in accordance with the essence of Chinese educational reform, too. It may also become valuable and meaningful for ESL teachers and learners in English speaking countries to consider understanding students’ backgrounds and establishing positive relationships with their students from various countries. If Chinese university English teachers could perceive the importance of teacher-student relationships in English learning process, it may become easier for the teachers and their students to achieve the goals of leaning effectiveness.
DESIGN AND METHODOLOGY

Research Design

Based on the initial literature review, this research aims to answer three questions:

a) Is there a relationship between EFL teaching effectiveness and teacher-student relationship in Chinese universities?

b) How does teacher-student relationship affect EFL teaching in Chinese universities?

c) What kind of teacher-student relationships perceived by students will benefit EFL teaching in Chinese universities?

For the first question, I conducted a survey questionnaire and send it to Chinese university students after obtaining the permission from both the target Chinese university and Research Ethic Board of the University of Windsor. For the second and third questions, I interviewed participants who volunteered for the interview by signing letters of consent after being surveyed. Hence, I examine the three research questions by involving both quantitative and qualitative research methods consequently, which fits right into the method framework of Explanatory Mixed-Method research.

Mixed methods research, known as a combination of explicit use of both quantitative and qualitative methods in a single study, has been widely used in the fields of social sciences and applied disciplines during the past 25 years (Maxwell and Loomis, 2003). More than 40 years ago, qualitative researchers Campbell and Fiske (1959) suggested mixing methods to accurately measure a psychological trait. Their call for multiple methods to ensure that the variance was reflected in the trait and not in the method (Creswell, 1994) later expanded into triangulations, first raised by Dezin (1978)
Mixed methods research emerged in the 1960s and became common by 1980s with the waning of the paradigm wars (Tashakkori and Teddlie, 1998).

Mixed method research consists of a qualitative phase and a quantitative phase in the overall research study. There are two classification dimensions: Time order (i.e., concurrent versus sequential) and Paradigm emphasis (i.e., equal status versus dominant status), which is best illustrated by Johnson and Christenson (2002, p. 412) as in Figure 3.1 below.

**Figure 3.1 Mixed method design matrix.**

<table>
<thead>
<tr>
<th>Time/Order Decision</th>
<th>Equal Status</th>
<th>Dominant Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent</td>
<td>QUAL+QUAN</td>
<td>QUAL + qual</td>
</tr>
<tr>
<td>Sequential</td>
<td>QUAL→QUAN</td>
<td>QUAN→QUAL</td>
</tr>
</tbody>
</table>

(Christenson 2002, p. 412)

Because my study has been proposed to carefully examine the perceptions of Chinese University students on teacher-student relationship and its influences on English teaching effectiveness, my research needs to have a quantitative survey and a follow-up interview, with a focus on qualitative study. As defined by Creswell (2002), my research is an Explanatory Mixed Method Study. "An explanatory mixed method study consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results." (p.565) The rationale for this approach is that "the quantitative data and results provide a general picture of the research problem; more analysis, specifically through qualitative data collection is needed to refine, extend, or
explain the general picture (Creswell, 2002, p.566).” Figure 3.2 illustrates the procedures of an explanatory mixed method study.

**Figure 3.2 Explanatory Mixed Method Design**

![Diagram of Explanatory Mixed Method Design]

(Creswell, 2002, p.565)

Creswell, Clark, Gutmann and Hanson (2003) believed that the sequential explanatory design would be the most straightforward of the major mixed methods designs and suggested a model to it, which is characterized by the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. But in my study, I decide use qualitative results from the follow-up interviews to assist and to expand the quantitative findings obtained from questionnaire survey. At the same time quantitative data in my study is used to firstly justify the research question and then helped explain the finding found in qualitative data. After synthesizing strategies identified by Creswell, et al. (2003), my research follows the procedures showed in Figure 3.3, which was revised from the work of Creswell et al.

**Figure 3.3 Sequential Explanatory Design.**

![Diagram of Sequential Explanatory Design]

(Revised from Creswell, Clark, Gutmann and William E. Hanson (2003, p.225)

Once data become available, the next phase of the mixed methods research process is data analysis. Onwuegbuzie and Teddlie (2003) clarified that in mixed
methods research, the data analysis stage can occur at any point of the data collection process. That is, the points can be in the beginning, the ends or in the middle of the

Figure 3.4 Explanatory Mixed Methods data analysis procedure

Data
Analysis
Purpose

Confirmatory/
Theory Testing

Sequential
Mixed
Analysis

Quan

QUAL

Data
Interpretation
research depending on the sample size, research design and the research purpose. In sequential mixed model studies, in which “multiple approaches to data collection, analysis, and inference are employed in a sequence of phases” (Tashakkori and Teddlie, 1998, p.105), the data analysis always begins before all of the data are collected. Therefore, I will follow the data analysis strategies for sequential designs (Caracelli and Greene, 1993; Tashakorri and Teddlie, 1998; Onwueghbuzie and Teddlie, 2003; and Bazeley, 2000) to analyze data using both computer and actual practices as shown in Figure 3.4.

It is acknowledged that quantitative data can also be subjected to both quantitative and qualitative data analysis techniques. Based on a working definition raised by Onwuegbuzie and Teddlie (2003), I use analytical techniques of both methods sequentially, starting with the data collection process, and the data interpretations will be made in an integrated, or an iterative manner as in research report by Way, Stauber, Nakkula and London (1994).

Thus, in this study I employ mixed methods to explore the relationship between teacher-student relationship and EFL teaching effectiveness from the perceptions of adult university students in a northeast Chinese university. In my research, quantitative results were used to generate questions, and provide a context for the qualitative analysis. Therefore, the methodology part of this thesis is divided into two methods and data analysis sections, one for quantitative analysis and one for the contingent qualitative analysis. The two sets of findings are synthesized through a single discussion chapter.
Phase 1: Quantitative Analysis

Subjects

Since this study examines the Chinese university students’ perception on both teacher-student relationship and university English teaching effectiveness, the participants of this explanatory study are in-school students from the College of Adult Education/College of Continuous Education at the Heilongjiang University, taking or having taken English courses at the time to be surveyed or interviewed.

Consent to conduct this study was first obtained through a thesis petition followed by permission from the University of Windsor’s Research and Ethics Board. Further, permission to conduct research was also granted by the College of Adult Education/College of Continuous Education at the Heilongjiang University before proceeding with the proposed research in China. After obtaining permission, 140 survey research questionnaires were sent out among the targeted student groups at the Heilongjiang University by 2 students who volunteered to help me with the research.

Survey Questionnaire

Student Evaluation of Teaching Effectiveness (SETE). All students completed a Likert-scale questionnaire, including demographic information of participants, English course instructors, course description, and 6-part, 36-item recorded on a 5-point agreement scale, [5=strongly agree, 4= agree, 3=neutral (neither agree nor disagree), 2=disagree, and 1=strongly disagree]. The statements in questionnaires were chosen from CSTL Item Bank provided by Center for Support of Teaching and Learning, the Syracuse University and Student Evaluation of Teaching (SET) (Appendix H), and the Wayne State University (Appendix I). CSTL Item Bank is designed to ask university
students to evaluate instructors' teaching effectiveness in the middle or at the end of a term. The questionnaire starts with a section that provides demographic information about the subjects, especially age and gender. Then the subjects were asked to answer questions regarding six aspects of English teaching effectiveness: 1) Teaching Practice, 2) Student Learning, 3) Instructor's Communication Skills, 4) Teacher-Student Interaction, 5) Teacher's Personal Traits, and 6) Teacher-Student Relationship. For each statement, students were asked to check one of the five agreement points that best applied to the teaching they were experiencing/had experienced during their study at the Heilongjiang University (e.g., "The instructor seemed well prepared for each class," "I voluntarily read outside material on his/her course content," "The instructor treated all students fairly and with respect"). All the questions listed on the questionnaire were written in Chinese, the native language of the participants, to guarantee comprehensive understanding on the questions listed (See Appendix C-1, 2).

Procedures

After obtaining informed consent from the President of College of Adult Education/College of Continuous Education at Heilongjiang University in October and permission from Ethic Board at the University of Windsor, two student volunteers sent out 140 survey questionnaires to adult students studying at College of Adult Education/College of Continuous Education of Heilongjiang University, which ensured the minimum number (40% return rate) required for this research study. A Letter of Information also provided a brief description of the study and emphasized the confidentiality of student responses.
Questionnaires were identified by number codes rather than student demographic information. 130 out of 140 completed questionnaires were returned to me, a surprisingly high 93% return rate. Quantitative data analyses were analyzed with SPSS v.11. A much more in-depth explanation of the results would be done in qualitative phase of the study as Houtz did in 1995. Quantitative data analyses of this study consist of two parts: 1) Mean and Standard Deviation analyses. This part examined the general features of responses collected under each statement in the questionnaire and functioned as the basis for the formation of follow up interview questions. 2) Correlation Analysis. SPSS helped analyze the correlation among six variables in this study. Results found strong correlation between teacher-student relationship and English teaching effectiveness.

Mean and Standard Deviation Analyses

Demographic information.

Among 130 subjects, there are 36 male students and 94 female students. This is a common situation in English department at Chinese universities: the percentage of female students is about 3 times of that of male students (Wang, 2001). Wang surveyed the age range in 100 English departments across China. Their ages range from 16 to 33, and concentrate between 20-25 (Table 3.1), which is also common among adult English learners at Chinese universities, (Li, 2004).

Table 3.1: Frequencies and Percentages of Student's age

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;17</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>17-19</td>
<td>2</td>
<td>1.5</td>
</tr>
<tr>
<td>20-22</td>
<td>77</td>
<td>59.2</td>
</tr>
<tr>
<td>23-25</td>
<td>49</td>
<td>37.7</td>
</tr>
<tr>
<td>&gt;26</td>
<td>1</td>
<td>.8</td>
</tr>
<tr>
<td>Total</td>
<td>130</td>
<td>100.0</td>
</tr>
</tbody>
</table>
According to China's Education Law, students need to finish 6 years of elementary education and 6 years of secondary education before writing the nation-wide "University Entrance Examinations". Thus, most university students are about 19 years of age when they first enter universities. Age group of 20 to 25 (Table 3.1) implies that most of the subjects under survey are sophomore, junior or senior student, who have studied English at their universities for at least 1 year. In Chinese universities, English courses are offered from the very first semester of the four-year college study. According to Curriculum for English major students (2000), courses like English pronunciation, English listening comprehension, English vocabulary, Reading and Writing are offered in the first two years, which are aimed to help students build a solid foundation for further English language applications.

Zhang (2000) surveyed students from 20 universities across China and discovered that course characteristic, like optional or required, would affect the relationship between teacher and students. If students chose the course and the teacher at the same time, their interests in the content of the course might lead to more communication between teachers and students. But data collected in my survey showed that there was no big difference among three categories of English course: optional, major or required.

Teaching practice.

Statements one through five in the questionnaire represent five aspects of teaching practice in the general sense. Table 3.2 shows the mean and standard deviation (S.D.) of Teaching Practice. The mean of item one is the highest. This indicates that students are satisfied with the preparation that their instructors have made. Among means of these statements, the mean of statement four *(The instructor made the course an enjoyable*
experience.) is the lowest, which implies that the instructors have not made the classroom learning experience enjoyable enough with all the preparation they have done. The mean of the "overall" statement in this category (Overall, my instructor is an effective teacher.) is a little higher than the average mean (3.615 vs 3.556). This indicates that the students believe that English teaching is effective under this category. Analyses of Standard Deviations (S.D.) in this category imply that the data collected are constant with each other.

Table 3.2 Mean and Standard Deviation of Teaching Practice

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor seemed well prepared for each class.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.800</td>
<td>.9515</td>
</tr>
<tr>
<td>2. The instructor appeared to have a thorough knowledge of English.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.731</td>
<td>.8874</td>
</tr>
<tr>
<td>3. The instructor kept on track and did not get distracted.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.408</td>
<td>1.0245</td>
</tr>
<tr>
<td>4. The instructor made the course an enjoyable experience.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.392</td>
<td>1.0154</td>
</tr>
<tr>
<td>5. The instructor integrated the course material with what I have previously learned.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.446</td>
<td>.9966</td>
</tr>
<tr>
<td>* Effective Teaching (Overall)</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.615</td>
<td>.9756</td>
</tr>
</tbody>
</table>

Table 3.3 shows the means and standard deviations for students' learning. The mean of each item is lower than that of the first category. Not surprisingly, teaching has a higher mean than learning, which is in accordance with the emphasis in grammar focused teaching style. This suggests that teacher's teaching effectiveness might not guarantee the

---

Student Learning.

Table 3.3 shows the means and standard deviations for students’ learning. The mean of each item is lower than that of the first category. Not surprisingly, teaching has a higher mean than learning, which is in accordance with the emphasis in grammar focused teaching style. This suggests that teacher's teaching effectiveness might not guarantee the
best learning outcomes. Item nine has the lowest mean, lower than 3 recorded on a 5-point Likert scale. This shows that many students are not willing to read the materials on their course content. The highest mean in this category is found for item seven, where students evaluate critical thinking. This suggests that teachers had made students realize the importance of critical thinking, which is considered crucial in the learning process.

The frequency under this category shows that about 47 out of 130 subjects chose "Neutral" as their answer, which appeared to be a common phenomenon in the survey. One subject wrote comments beside the answer – “Maybe”. Therefore, I wanted to explore what ‘neutral’ stands for in the perceptions of the students.

<table>
<thead>
<tr>
<th>Table 3.3 Mean and Standard Deviation of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>6. My learning was enhanced by this person's teaching style.</td>
</tr>
<tr>
<td>* 7. I realized the importance of critical thinking.</td>
</tr>
<tr>
<td>8. I looked forward to coming to class.</td>
</tr>
<tr>
<td>* 9. I voluntarily read outside the material on this/her course content.</td>
</tr>
<tr>
<td>10. I developed an understanding of people of other economic, social, racial.</td>
</tr>
<tr>
<td>Student Learning (Overall)</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
</tr>
</tbody>
</table>
Instructor's Communication Skills.

Items eleven through fifteen gathered data about instructors' English knowledge and their communication skills. In EFL teaching, English pronunciation has been found to be a crucial factor that influences learning outcome in China (Hu, 2004). Item eleven that surveys instructors' pronunciation has the highest mean of 3.946 among all statements in this category, which indicates that teachers in this university have satisfactory English pronunciation. The lowest mean occurs in item fifteen, which reveals that students believe their teachers should show more enthusiasm in their teaching. At the same time, some teachers have difficulty in holding the students' attention as shown in Table 3.4.

| Table 3.4 Mean and Standard Deviation of Instructor's Communication Skills |
|-------------------------------------------------|----------|----------|--------|--------|
| N       | Minimum | Maximum | Mean   | S. D.  |
| * 11. The instructor's English and pronunciation was clear understandable. | 130      | 1.0      | 5.0    | 3.946  | .9670  |
| 12. The instructor was able to hold my attention in his/her teaching. | 130      | 1.0      | 5.0    | 3.392  | .9685  |
| 13. The instructor spoke at an appropriate pace | 130      | 1.0      | 5.0    | 3.577  | .9390  |
| 14. The instructor had a good command of spoken English | 130      | 1.0      | 5.0    | 3.700  | 1.0165 |
| * 15. My interest in English was enhanced by the instructor's enthusiasm Communication Skills (overall) | 130      | 1.0      | 5.0    | 3.238  | .9946  |
| Valid N (listwise) | 130      |          |        | 3.615  | 1.0372 |
**Teacher-Student Interaction.**

Table 3.5 demonstrates the means and standard deviations of students’ responses to statements within teacher-student interaction category. Items sixteen and seventeen have lower means than others’, which is best illustrated by comments from questionnaire 123: “Discussion is not often, I hardly have discussion with teacher outside class, because this is a large class.” Based on my own experiences in Chinese university, the class size is generally about 35 students and sometimes as large as 60 students. Thus, it is really difficult for students and their instructors to have any kind of interaction during a 40/50-minute period. In this category, item nineteen has the highest mean. This indicates that instructors encourage class discussions, if time allows. Surprisingly, data collected shows that no participant strongly disagrees with the overall statement of this category and only 18 out of 130 students disagree with it. This shows that most of English instructors in Chinese universities interact with their students.

<table>
<thead>
<tr>
<th>Table 3.5 Mean and Standard Deviation of Teacher-Student Interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>N</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td><em>16. I was able to discuss things with the instructor outside class.</em></td>
</tr>
<tr>
<td><em>17. I participated more in class discussion in this course than in others.</em></td>
</tr>
<tr>
<td>18. The instructor effectively encouraged students to participate in class discussions.</td>
</tr>
<tr>
<td>19. I felt my participation in class discussion was welcome.</td>
</tr>
<tr>
<td>20. The instructor saw cultural and personal differences as assets.</td>
</tr>
<tr>
<td>Interaction. (Overall)</td>
</tr>
</tbody>
</table>

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**Teacher’s Personal Traits.**

Under this category, the standard deviations of item twenty-one through twenty-five are constant with each other and the means are comparatively high (Table 3.6). Data collected show that students believe that teachers’ personal traits influence learning results to some extent. This indicates that teacher’s personal traits play an important role in teaching and learning. The study of Bernstein-Yamashiro (2004) shows that K-12 students often regard one of their instructors as their role model, and choose teaching for their future career. But the overall statement of this category appears to be quite different from the other statements. It has a mean as low as 2.808, the lowest of all statements in the questionnaire. Therefore, I will ask interview participants to describe their understanding of the role model concept.

**Table 3.6 Mean and Standard Deviation of Teacher’s Personal Traits**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>S. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>* 21. The instructor encouraged interaction with him/her.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.508</td>
<td>.9902</td>
</tr>
<tr>
<td>22. The instructor was friendly and sensitive.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.646</td>
<td>.9553</td>
</tr>
<tr>
<td>23. The instructor maintained a supportive and nurturing atmosphere in class.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.508</td>
<td>1.0058</td>
</tr>
<tr>
<td>24. The instructor appeared open to viewpoints besides her/his own.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.646</td>
<td>.9223</td>
</tr>
<tr>
<td>* 25. The instructor showed interest in students.</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>3.254</td>
<td>1.0515</td>
</tr>
<tr>
<td>Role Model</td>
<td>130</td>
<td>1.0</td>
<td>5.0</td>
<td>2.808</td>
<td>1.3005</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>130</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Teacher-Student Relationship.

Table 3.7 illustrates the analyses of mean and standard deviation of items twenty-six to thirty. These statements focus on students’ relationships with their instructors. Item twenty-six (*The instructor was available for consultation in/out of office hours.*) has the highest mean in this category, indicating that the instructors are approachable to their students. The lowest mean in this category is found on item twenty-nine (*The instructor helped me realize my full ability.*) indicating the instructors’ help is confined to the teaching and learning context. However, despite all the differences among items in this category, students believe that their relationship with their instructors benefits their English learning (Mean and S.D of the overall statement).

| Table 3.7 Mean and Standard Deviation of Teacher-Student Relationship |
|-----------------|-----------|-----------|-----------|-----------|
|                 | N | Minimum | Maximum | Mean | Std. Deviation |
| * 26. The instructor was available for consultation in/out of office hours. | 130 | 1.0 | 5.0 | 3.446 | 1.0570 |
| 27. The instructor treated all students fairly and with respect. | 130 | 1.0 | 5.0 | 3.354 | 1.0987 |
| 28. My learning and success in English were important to my instructor. | 130 | 1.0 | 5.0 | 3.169 | .9894 |
| 29. The instructor helped me realize my full ability. | 130 | 1.0 | 5.0 | 2.831 | 1.0576 |
| 30. The instructor could approach and communicate with all students. | 130 | 1.0 | 5.0 | 3.231 | 1.1312 |
| T-S Relationship (Overall) | 130 | 1.0 | 5.0 | 3.708 | 1.0598 |
| Valid N (listwise) | 130 |
Table 3.8 Correlations

<table>
<thead>
<tr>
<th></th>
<th>Effective Teaching</th>
<th>Student Learning</th>
<th>Communication</th>
<th>Interaction</th>
<th>Teacher's Personal Traits</th>
<th>T-S Relationship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Teaching Pearson Correlation</td>
<td>1</td>
<td>.256**</td>
<td>.389**</td>
<td>.350**</td>
<td>.338**</td>
<td>.498**</td>
</tr>
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<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Student Learning Pearson Correlation</td>
<td>.256**</td>
<td>1</td>
<td>.358**</td>
<td>.306**</td>
<td>.400**</td>
<td>.367**</td>
</tr>
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<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Communication    Pearson Correlation</td>
<td>.389**</td>
<td>.358**</td>
<td>1</td>
<td>.478**</td>
<td>.244**</td>
<td>.581**</td>
</tr>
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<td>130</td>
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<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Interaction      Pearson Correlation</td>
<td>.350**</td>
<td>.306**</td>
<td>.478**</td>
<td>1</td>
<td>.286**</td>
<td>.492**</td>
</tr>
<tr>
<td>N</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Teacher's Personal Traits Pearson Correlation</td>
<td>.338**</td>
<td>.400**</td>
<td>.244**</td>
<td>.286**</td>
<td>1</td>
<td>.341**</td>
</tr>
<tr>
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<td>130</td>
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<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>T-S relationship Pearson Correlation</td>
<td>.498**</td>
<td>.367**</td>
<td>.581**</td>
<td>.492**</td>
<td>.341**</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
<td>130</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
Correlation Analysis

Table 3.8 shows a summary of correlation coefficients performed. Pearson’s correlation coefficient ($r$), a measure of the strength of the association between the two variables, is used to determine the significant inter-correlations among the six subcategories are related. In this study, correlation is used to examine relationships between teaching effectiveness and other variables. All categories are significantly related at the 0.01 level. Effective teaching is found to have the strongest correlation of 0.498 with teacher-student relationship as showed in Table 3.8. More importantly, the correlation analysis also demonstrates that teacher-student relationship has the strongest correlation with communication, which needs to be studied in the second phase of this study. Therefore, correlations performed, justify the first research question of this study that teacher-student relationships have a strong impact on English teaching effectiveness in Chinese universities. The findings guide the study in the qualitative interview to find out how teacher-student relationships function in English teaching and learning process.
Phase 2: Qualitative Follow-up Interview

Participant

The follow-up interviews involved 10 Chinese university students who completed survey questionnaires in the quantitative phase of this study and signed the consent forms. All volunteers are students studying at the College of Adult Education/College of Continuous Education of the Heilongjiang University; six females and four males ranging from ages 19 to 33.

Sample Interview Questions

In this study, the follow-up qualitative interviews are designed to help me gain an in-depth understanding of the students' perceptions of the role of teacher-student relationship within the context of Chinese university English Language Teaching, based on the results of quantitative survey questionnaires. The interview is semi-structured, and is intended to explore individual thoughts and feelings about a range of questions, generated from the results and findings from the last phase. Based on the quantitative data analysis, here are six open-ended interview questions:

1. Please rate the closeness between teaching effectiveness and teacher-student relationship on a 1 to 5 scale.

2. What is your understanding of English Teaching Effectiveness?

3. Describe the teacher-student relationship you are experiencing/have experience/ looking for in your university EFL class.

4. Could you describe one of the best English teachers you've ever had in your university studies?
5. What kind of teacher-student relationship can benefit your English learning?

6. How do you understand “role model” and neutral answer?

The goal of the interview is to explain the results and findings from the quantitative phase.

Procedures

Prior to the interview, letters of information and consent to participate were sent to all participants. Letter of Information and Consent forms provided a brief description of the study and emphasized the confidentiality of student responses. In addition, before conducting the phone interview, all participants were verbally assured of full confidentiality. After getting permission from the participants, I conducted one-on-one phone interviews at pre-arranged convenient times for participants due to the 13-hour time difference between Canada and China. Each interview, ranging from 30 to 45 minutes, was conducted in the student’s native language (Mandarin) so that the interviewees were able to express their ideas fully and clearly. All interviews were audio-taped and transcribed. The interview process was guided by open-ended questions that invited detailed and thoughtful reports of students’ perspectives on the issue of university English teaching effectiveness and teacher-student relationships in Chinese universities. Numbers were assigned to each interview to guarantee confidentiality (e.g. S1, S2). The transcripts of the interview were given to the interviewees for verification.

Qualitative Data Analysis

Qualitative data were collected through follow up telephone interviews with 10 Chinese EFL students. After analyzing data collected from survey questionnaires, I found
out that among the five factors connected with teaching effectiveness, teacher-student relationship has the strongest correlation with teaching effectiveness. In February 2005, I interviewed some students with questions about their English learning they experienced in class. According to interview transcripts, I coded descriptions and themes about the central phenomena: 1) how Chinese students perceive the relationship between teaching effectiveness and teacher-student relationship in their university English learning process and; 2) what kind of teacher-student relationship might benefit their English learning.

Since the interviews with Chinese EFL students were conducted in their first language, Mandarin, I translated the transcripts from spoken into written text in English. To make sure I transferred most of it, I went through the files several times and kept notes of their tones and intonations. There was a lot of information concerning the two questions above, but a general sense of the data was categorized according to their commonalities and systemized into two subgroups. After the central phenomenon was identified and key characteristics of each subgroup were formed, I selected one or two examples from interview transcripts to fit in each theme or subgroup. If the idea was unclear or the description did not represent the subgroup well, I went back to ask participants questions in particular to make sure their views were interpreted in a correct and complete way.

Interviews with Chinese EFL student revealed answers to both questions concerning the function of teacher-student relationship in EFL teaching effectiveness in Chinese university.

In order to find out Chinese students' perceptions of the role of their relationship with their teachers in their process of English learning, interviewing students was the most direct and effective way. When asked to rate the closeness between teacher-student
relationship and their English learning on a 1 to 5 scale, eight participants gave scores of 5, the highest score, and the other two students gave the score of 4. Some students (7 out of 10) told me that their relationship with their first English teacher had strongly affected their interests in learning English as their foreign language. “I like my first English teacher very much. If it were not she, I would have given up English from the very beginning (S1)”. The other three students gave me some examples of their “bad” first English teachers: “I have really bad relationship with my first English teacher. I hated her very much. It was because of her that I had no interests in studying English from the very beginning and the following 6 years in high schools” (S2).

As for the second question about teaching effectiveness, the first sentence of their answers was unbelievably the same: “To learn English, a foreign language, is not easy.” These students pointed out that teaching effectiveness had many layers, such as “teaching methods, textbook, environment, etc. At the same time, all of them mentioned the concept of learning outcomes. Their understanding of the evaluation of English teaching effectiveness fell into two groups. Six of them believed that teaching effectiveness should be evaluated through standardized examinations. The other four preferred to turn what they learned in class into practical usage in their daily life.

In describing the teacher-student relationship they were experiencing in their English class, they told stories in both positive and negative ways, which will be explored in the next chapter. When asked about their understanding of the concept of role model, these students agreed that they used to regard some of their favorite teachers in primary and middle schools as their role models and they wanted to choose teaching as their dream career. However, interestingly, eight out of ten students concluded their answer to
it with “as an adult, I no longer want to follow other’s steps. I want to live my own life”.

They also explained to their “neutral” standing in the survey: “I have to admit that there are two reasons why I chose “neutral”. Firstly, on the one hand, I agree with the statement. On the other hand, I am not satisfied with my instructor at that point. Secondly, since the statement is evaluated on a 1 to 5 scale, my instructor can get a score of 3 out of 5 (S3 and S4).” Other students thought that Chinese traditional culture influenced their opinions. The beliefs of Confucius and Mencius, expounding on Dao/Way of Life, recommend Chinese people to act in neither aggressive nor outstanding manner. Hu (1998) also emphasized that Chinese EFL teachers should help their students move beyond these traditional doctrines and participate into class discussion actively.

These students also demonstrated great interests in describing their ideal English teachers. After coding the transcripts, I found 6 themes: (a) knowledge in the subject and teaching strategy, (b) caring and understanding their students, (c) communication in and outside the classroom, (d) being responsible, (e) personality, and (f) being enthusiastic in teaching. One student emphasized “A teacher is necessary in the classroom because he is able to teach his students what they can’t learn by themselves”, which this student considered as the most important quality. Moreover, six participants expressed their interests in this research. They commented: “I like the ideas of this research and I found it really interested and made my classmates and myself reflect upon our English learning in all these years” (S5).

In summary, qualitative data indicated that the relationships with English teachers played a significant role in Chinese EFL teaching and learning process at the university level. The data also showed that the students wanted closer relationships with their
instructors inside and outside of the classroom. Some students also provided suggestions to their instructors, wishing to establish more positive and more helpful relationships in their English learning.

*Limitations of the Research Design*

There are limitations to the design of this study that must be noted. Firstly, although the review of literature on theories of mixed method studies has outlined a general model for researchers, most researchers still prefer to use quantitative or qualitative method only. As discussed at the very beginning of this chapter, the theories on mixed methods have not provided a satisfactory strategy to do data analyses. Therefore, the data analysis in this study still needs improvement.

Secondly, this research is situated in one Chinese university in the northern part of China, which is comparatively less developed than the southern part. In general, the quality of teaching in southern China is better. Therefore, the data retrieved from this study is not reflective of all Chinese universities.

Another possible limitation was that students were asked to complete the survey in one sitting, without enough time to respond to the questions and without the presence of myself. Although questionnaires in Chinese tried to ensure that participants understood the statements, there was a concern that some students might have difficulty answering some of the questions. Although the truthfulness of the students’ answers is the biggest issue in the discussion of SETE validity, some participants in this research offered highly critical responses by writing comments besides the statements.

Lastly, the possibility that significant results occurred by chance cannot be excluded. Thus, more studies in this area may be necessary as it is beyond the scope of
this study to generalize these findings to a larger context. It is also essential that other populations of Chinese university students be studied to determine whether similar results could be attained.
DISCUSSION

The purpose of this explanatory mixed-methods study was to investigate students’ perceptions on the influences of teacher-student relationships on EFL teaching effectiveness in a Chinese university. The chapter on research design and methodology has analyzed the data collected and has found some interesting results. The following part provides the discussion from the data results.

Since few examples exist in the fields of human resource development, distance education, and foreign language education of using mixed methods in one research project (Rocco, Bliss, Gallagher, and Perez-Prado, 2003), there is not a ready and comprehensive model for mixed-methods study. Several researchers have begun discussing data analysis and interpretation strategies (Caracelli and Greene, 1993; Tashakkori and Teddlie, 1998, Creswell, 2002). Rashakkori and Teddlie (1998) termed “sequential quantitative-qualitative analysis”. In my study, the data were collected in separate phases and analyzed sequentially in the previous chapter. In this chapter, I will discuss the findings regarding the three research questions respectively.

*Is there a relationship between EFL teaching effectiveness and teacher-student relationship in Chinese universities?*

Regarding the first question of whether teacher-student relationships influence EFL teaching effectiveness at the university level, I undertook the work in two stages: the initial review of the literature showed that child’s relationships with their teachers were found to be crucial in the process of learning and have strong influences on students’ achievements (Fredriksen & Rhodes, 2004; Bernstein-Yamashiro, 2004). The survey questionnaire was designed to find answers to this question. Compared with other factors
surveyed in this study, teacher-student relationship was found to have the strongest
correlation with teaching practice (.498, r=0.01 level, as showed in Table 3.8), which
means that Chinese students’ relationship with their English teachers influences teaching
effectiveness at the university level.

One of the advantages of mixed-methods study is that qualitative results help
complement quantitative findings. Therefore, when asked to rate the closeness between
teacher-student relationship and English teaching effectiveness, eight participants gave
scores of 5, the highest, and the other two students gave scores of 4. All participants in
their interviews also expressed the idea that their English studies had been influenced by
their relationship with their teachers. They acknowledged that “because China is open to
the outside world, I am also looking forward to learning English in university in an
‘open’ environment. My English teacher has intrigued my interests in reading English
novels after class (S4).” Five students mentioned their teacher’s enthusiasm in teaching,
and caring for the students. I could easily tell that they were involved in the classroom
teaching. However, S5 told me: “I don’t like learning English. My English teacher just
graduated from Master Programs.” To my surprise, her teacher never smiled at her, only
coming and leaving at the bell. “I’ve never had a chance to talk to her or ask her to help
me solve any problem I encounter in English study. By and by, I don’t want to go to her
class. Actually, all I want is a smile from her. I don’t think she likes teaching (S5).” Her
story helped me understand why about 11% students under survey didn’t agree that their
teachers were effective.

In the survey, items one to five measure teachers’ teaching. Data analysis shows
that students believe that English teaching is effective under this category. However, the
data reveals that 15% students do not agree with the statement that “The instructor integrated the course material with what I have previously learned”, and 34.6% students believed that their teachers were not good enough to involve previous knowledge into the course. Interestingly, participants suggested four reasons:

a) “My English teacher is going to retire next year. Therefore, her English knowledge is so out-of-date. Actually, I know more about English than she thought (S2)”;

b) “I don’t think my English teacher likes to teach us. She hasn’t taken any efforts to know what we have learned before her class or what we are learning in other courses (S4)”;

c) “My English teacher tried to know about our previous knowledge at the beginning of this term, but it seems to me that she did it like a routine, she never mentions anything in class (S3)”;

d) “Based on my previous teaching experiences (she used to teach in a private school), I found my English teacher lack of experience in teaching. She hasn’t realized the importance of arousing students’ interests by mentioning their previous knowledge (S10)”.

These responses demonstrate two major problems: firstly, the communication between the two parties is far from satisfactory, which makes students feel that teachers do not care for them. Secondly, many teachers have not yet realized that students are at the center of the teaching process.

Four out of ten interview participants told me that their English class was “boring” most of the time, and the data gathered from the survey also showed that 18.5%
students thought their English class was not an “enjoyable experience”. Another 35.4% students gave a neutral answer. “My teacher seldom gets distracted and her class is informative, but sometimes her teaching makes me sleepy. Her class is not interesting (S1).” When asked why, she said: “To me, learning English is to learn a totally different culture. I want to know more beyond the text book.” Concerning teaching practice, I found that although data showed that English teaching was effective (Mean of 3.615 as in Table 3.2), students were expecting more from their English teachers in the following aspects: wider knowledge in the sense of culture; more information about the students’ previous English experiences; and ability to involve students in the teaching practice.

The second category of my survey questionnaire measures students’ learning. The most significant characteristic displayed under this category is the outstanding “Neutral” answer to each item. 43.1% students chose neutral to the item, “I voluntarily read outside the material on his/her course content.” I could not refrain from asking for the reasons of why the students tended to be neutral instead of taking a side. Interview participant S3 explained: “Whenever I choose ‘Neutral’ to any item, it means that I agree with the item, but either the teacher or I haven’t done a great job in it. Then I choose 3 to show that we made 3 out of 5 but not very satisfactory result.” Several students gave similar explanation to their “neutral” answers. They indicated that “neutral was somewhat equal to agreement.” (S3)

_How does teacher-student relationship affect EFL teaching in Chinese universities?_

With the confirmation of the existence of the influence in the first phase, the interview has been designed to find how the existing teacher-student relationships are influencing EFL teaching effectiveness. The interview data revealed the deeper reasons
beneath the phenomena. Students suggested three kinds of teacher-student relationship that might have effects on EFL teaching effectiveness in Chinese universities: namely, positive, negative and no-relationship.

All of the interviewees thought that relationship with their university English teachers was much more complicated than the concept of like or dislike. Eight interviewees classified relationship they ever had into two categories: Positive and Negative. The other two added a "no-relationship" as the third category.

Take myself for example, whenever I have a good term with my English teacher, I would like to learn more about the course content after class to 'show off' in the next class, which benefits my learning. I would like to ask for her/his opinion on both English learning and problems in my life. I share my happiness and sadness with her/him. She/he is more like a friend to me than just a teacher I like. (S3)

What kind of teacher-student relationship perceived by students will benefit EFL teaching in Chinese universities?

According to the three categories of relationship summarized by the students (see p.50), I dealt with them respectively at the first place to find out desired relationship(s) that would help improve teaching effectiveness. Then, I summarize students' responses and suggest an ideal English teacher who might develop beneficial teacher-student relationship in EFL teaching and learning in Chinese universities.

The students defined negative relationship by identifying the instructor's personal qualities as "bad, disgusting, selfish, selfishness, boasting, hypocritical". The data revealed that two marked characteristics of the negative relationship lay in two aspects of
instructor’s traits in English knowledge, especially a) pronunciation and b) personality. Eight out of ten participants mentioned that they tended to like instructors with beautiful and standard British or American pronunciation. Maley (2000) testified the importance of EFL teachers’ pronunciation and pointed out that EFL teachers’ voices can make student more confident and more motivated to learn. Psychologically speaking, people tend to like beautiful things in life. Here is an extreme example:

I used to have a male teacher, who taught us with a master degree in English. I don’t like to come to his class because I could never understand his English. Sorry, I couldn’t find a word to describe my feeling, but his English made me headache. Believe me, you can never imagine. Actually, he took efforts to make his teaching interesting, I can tell. But the problem was no one in the classroom could understand what he was talking about. He is a kind person. I just couldn’t find a way to like him. (S6)

It is an extreme example because the survey showed generally English instructors had a ‘satisfactory’ pronunciation with a mean of 3.946 out of 5. However, it does tell us that pronunciation is important in EFL/ESL teaching. The students will have difficulty in respecting an English teacher who is not able to answer questions concerning English that students encountered in their textbook. “My teacher is not qualified to teach us English, no large vocabulary, lots of grammar mistakes (S4)”.

All students complained their dislike of “bad” teachers in the sense of personality -- “A bad person”. All of them said they would never like to have any relationship with a person who was “Bad”. When asked how “bad” a teacher could be, their answers could be summarized to three aspects: disrespectful, unfair and hypocritical. Some teachers
devoted most of their energy to earning money in private schools and training centers to make a living. In their university teaching, they showed no care for their students. They always brought their dissatisfaction into the teaching by criticizing, and making fun of their university students. They also ridiculed students’ mistakes in front of their peers. In turn, they would never receive the respects from their students. Another group of teachers displayed favoritism toward certain students. This unfairness always hurt other students. The last group of teachers was so hypocritical that they flattered those students who came from rich and powerful families. “My teacher is so disgusting that he sometimes ‘kisses those rich students’ ass to get promotion (S7).”

‘No-relationship’ relationship discussed before (p.50) is considered having no influence on teaching and learning at all. However, when I mentioned this concept to the four participants after the one that raised it, S8 believed that “it does exist among my fellow classmates and my friends”. Their teachers never communicated with them. To them, their teachers were like strangers in the streets. They never expected to get help, understanding, and sometimes even a smile from their teachers. They know nothing about their teacher. “But to me, I think this no-relationship belongs to negative category. I don’t want this kind of things to happen to me.” S10 (teaching in a private school part time) commented it as ‘indifferent’ relationship. The students come and leave without in-class interaction with their teachers or uttering a word during the class period. By and large, the students have no interests in coming to school and learning at all. She considered it as a terrible relationship that would affect the students’ lives. All four students suggested the university administrators lay off teachers who teach in this way. It is really bad that
students find such a relationship existing at the university level; however, fortunately, university and adult students are mature enough to resist this kind of influence.

Apparently, most of the Chinese university students preferred to have positive relationship with their English instructor. "Positive Teaching" connoted the understanding, use, and application of pedagogical competencies (attitudes, skills, knowledge), which promote permanent leaning on the part of students (McCormick, 1994). Similarly, I found that according to students' responses, positive teacher-students relationship could be defined as: "Positive Relationship" indicates the understanding, communication and interaction between teachers and students, which promotes learning on the part of students. Students used words like "good term, eye contact, listener, friend, like, etc." to describe their preferred relationship.

Eight qualities of an ideal EFL teacher in Chinese university

In their responses to the question of "ideal English teacher", I summarized eight qualities of a university English teacher, with whom students would like to establish healthy and beneficial relationship. I classified the eight qualities into three categories: personal, teaching and intellectual traits. I developed Figure 4.1 to illustrate the relationships of each quality. During the interview, one of the participants raised the concept of "bond". "There is a bond between my English teacher and me. It is the bond that leads me into her teaching, and guides me to read about English after class (S6)." His words indicate that there is something on those teachers that attracts students to form a healthy teacher-student relationship - "a magic bond". I believe this "bond" is the very thing with which teacher-student relationship influences teaching effectiveness. The eight qualities are summarized from their ideal EFL teacher. I will discuss each of them
Figure 4.1: Eight qualities of ideal effective University EFL Teachers.

- Personal
- Intellectual
- Pedagogical Style
- Motivation
- Communication Skills
- Teacher Leader
- Knowledge in the Subject
- Role Model

Establish and strengthen the bond between teachers and students.

Ideally effective English Teacher

Outlined By Chinese University Students

Respectively and see how this bond is formed in the process of teaching and what can help
Quality 1: Passionate and Enthusiastic.

The effective teacher can feel a “call” to teach as well as a passion to help students learn and grow (McEwan, 2001). “We can easily tell whether a teacher loves teaching or not (S9)” They are looking for someone who is deeply in love with the English language, puts his/her heart in teaching and helps realize their potentials.

Teaching is considered to be the mother of all professions (Gill, 1998). In China, teaching in universities turns out to be the most stable profession with a respectful social status. As China enters the global arena, there are demands for more and more graduates with at least a minimal level of English to conduct business transactions with western companies. Therefore, private schools entice university English teachers with lucrative monetary offer and rewards. Many English teachers have less passion for university teaching and focused more on making money in the private sectors. How could these teachers teach in a passionate way? How could university students expect such teachers to spare time and energy for their student? That is why students consider enthusiasm for teaching an important quality in an effective teacher. We call for more and more passionate teachers who are willing to devote all their passions to teaching and learning achievements of their students. Without passion, teaching will become a tough job in which both sides suffer in the classroom. “I can feel the deep likeness my teacher, a 50-year-old professor, has for both English and teaching, the job (S4).”

Quality 2: Respectful, Fair and Caring.

The highly effective teacher demonstrates the quality of respect, caring, and fairness in their communication and relationship with students. In my own English studies, one of my English grammar teachers received respect and love from his students.
He could remember every student's name within three classes and pronounce (i.e., the pronunciation of some Chinese characters) correctly to show his respect for his students. If students know their teachers respect them, they work harder, and take advice more willingly. “One quality a good teacher should have is respect. Since I respect my teacher, I am willing to listen to him (S1).”

Another crucial quality is fairness in the classroom. Student might tolerate some mistakes or character flaws, but unfairness is rarely forgiven or forgotten. “A good teacher must be fair with every student, no matter whether their grades are good or not. In my opinion, teachers and students need to follow the basic rule of fairness to play a game (S6).”

Students can tolerate many conditions in the classroom, but injustice is an area that creates conflict between teacher and students, calling on the same students; smiling, praising and giving rewards to only a select few in the classroom; believing one student over another in a dispute; and using the same students for leadership positions in the class are a few examples of what students feel are unfair. (Houston, Freibert, & Warner 1988, p. 234)

My English grammar teacher always asked students to do exercises or to answer questions in turn to ensure equal chance to each student. Some teachers demonstrate their fairness or lack thereof by how they choose teams: “I like my teacher very much. Whenever she holds discussion, she would make sure that each team is paired with both strong and slow learners (S8)”; and how they settle an in-class dispute, “My teacher treats us in an equal way. She is the one that we turn to, whenever disputes occur (S3”). An effective teacher should cultivate fairness with purpose and should be aware of its
importance in a student’s learning process. Praise towards weak learners might be remembered throughout their life. “Teacher Lili, you are the only teacher that has ever praised me in the past three years of my study here (Qiang, a student from the first class I have ever taught at the university level).”

A highly effective teacher also needs to gain “love” from his/her students, which is the students’ respect for their teachers. “The most important quality I am looking for is ‘Caring’ (S9).” To care doesn’t equal to the parent’s care. It is mostly a spiritual thing. In my experience in Chinese schools, I could tell that some teachers regard teaching as a job and nothing more. They do not care for the students. Interestingly, studies found that “teachers who were identified by students as changing their lives were rarely praised for their knowledge of subject matter, teaching methods, or materials. Those were givens in their students’ minds. What really mattered to students were the teachers’ human qualities.” (Coppedge and Shreck, 1988, p. 138)

Aspy and Roebuck (1977) found that some teachers believed that too much care about students might make it difficult to maintain classroom order. They rarely showed their warmth and smile. Highly effective teachers know how to value and handle the tension between caring and control. They know that “warmth without control is not warmth at all but chaos and confusion and control without warmth is not control but tyranny (Borich, 1993, p. 124).”

**Quality 3: Teacher Leader.**

Five students mentioned the idea of leadership and charismatic. “My English teacher is a born leader, who affects my life and the life of my fellow classmates (S8).” Gardner (1989) believes that teachers are distinguished occupations, and that every leader

---

2. Name has been changed.
is also a leader. In the last decades, some researchers (Bolman, 1994; Meichenbaum, 1998; & Pellicer and Anderson, 1995) have already defined a “teacher-leader” as someone who positively affects the lives of students, parents, and colleagues. Students under study indicate that teachers lead in the classroom, in the school life and in the communities.

First of all, teachers are leading students in the classroom, guiding them through the learning process. A teacher leads by example most of time. They model life-long learning style when sharing their interests and values that intrigue them. They model behaviors of a person when they show students how to respond to inequity. They model how to read and write a language. They model necessary social communication skills in dealing with their students, colleagues or how to settle disputes when dealing with both psychological and disciplinary problems in school. They are great listeners whom students would turn to when in trouble. Good teachers are able to suspend their talk and modeling skills of listening. Their teaching and ideas will instruct and inspire at the same time. “My teacher is kind of like a leader. My eyes follow him all the time. His words are persuasive that seem never to be denied. I would like to do anything he wants me to do. He is the only one, but I want to have more teachers like him in the future (S4).”

Moreover, Crowther, Kaagan, Ferguson and Hann (2002) raised a new concept of parallel leadership in their book based on a five-year research project. The result demonstrates that teacher leaders not only have impact on students’ learning, but also help improve school management. However, being a person of quality and charisma does not guarantee a master teacher. One important aspect of teaching effectiveness is the teaching style of a teacher that ignites students’ learning interests.
**Quality 4: Pedagogical Style.**

"The essence of being an effective teacher lies in knowing what to do to foster pupils’ learning and being able to do it (Kyriacou, 1991, p.1)." "My ideal English should be someone who teaches in a unique style, lively, humorous and creative (S4)." All interview students agreed that teaching style matters a lot in their relationship with their teachers. S3 enjoyed his teacher’s style of utilizing multimedia materials in teaching English. He could understand a piece of literature by watching a movie; he studied English pronunciation by singing songs of native speakers; he learned the way of giving speech by listening to the speeches of great speakers.

S6 pointed out that "a teacher should have his/her own teaching style. They should also adjust teaching styles along with the course’s content (S6)." Once he took a course of western film appreciation. The instructor was “amazing” in teaching techniques and other knowledge about movies, such as history and classification. He appeared to be an expert in this field. “I adored him so much at that time” (S6). Coincidentally, he happened to take another course of vocabulary with the same instructor in the next semester. “That was an awful experience. I felt I was taking the film course again. I admit he is a great teacher. But a great teacher needs to change too (S6).” As a comparison, S1 shared a sample of creative teachers with me.

I like to go to her class, because I never know what we are going to do in class. When I was taking Oral English course with her, we practiced Speaking English in forms of reciting poems, acting plays, holding English song competition, and so on. She also invited foreigners to communicate with us.
She arranges activities like discussion and debate in English. That was wonderful experiences (S1).

Four students complained about how boring their English class was. "My English teacher never smiled to us. She never told any jokes, just to read from the textbook. We always fell asleep in her class." In this, the students are suggesting that English teachers are able to be creative and make the learning an exciting and vivid experience in an animated, cheerful and vigorous environment.

Quality 5: Motivational.

S9 told about a teacher who believed that she has the ability to make a difference in the ways of teaching, the lives of students and have high expectations towards the students.

My teacher of this semester has high expectation for us. She is teaching listening comprehension. Since we don’t have enough opportunities to talk or listen to native speakers. She requires us to listen to either VOA or BBC to practice listening. We have to listen, tape-record, dictate one piece of news at home and retell the news in class the next day. (S3)

At the very beginning, all students thought that the teacher was too demanding for second-year term and asked the teacher to lower the requirements. The teacher didn’t lower the requirement, only demonstrated the whole procedure in class for three times and said: "I believe you can do it." It was this sentence that encouraged all of the students to keep trying. At the end of the semester, S3 and his classmates could retell at least three pieces of news in their words in class. "We thanked for our teacher’s high expectation. Her encouragement also motivates us to do our best to move forward (S3)."
The highly effective teacher is a motivator who believes in his/her own ability and her students’ abilities to achieve and succeed both in their academic life and personal life. Furthermore, there is one important factor that needs to be kept in mind is that success for students, whether low or high achieving, is about teacher’s expectations and teacher acknowledgement of students’ progress.

**Quality 6: Communication Skills.**

An effective teacher should be good at interacting with the students in class and should have great communication skills. As showed in the correlation analysis in the previous chapter (Figure 3.8, p. 39), communication was found to have the strongest correlation with teacher-student relationship. Interestingly, student participants distinguished communication from interaction: “To me, communication exists everywhere, not only confined to the classroom. Interaction is a more specific concept. But it can be oral interaction or written (S7).” Items eleven through twenty surveyed both communication and interaction between university English teachers and students. I found that, on the one hand, students were eager to communicate with their instructors and welcomed any interactive style of teaching, while on the other hand, they did not respond accordingly.

Identify a pool of highly successful teachers and you will be surprised to discover how very different they are as persons and as professionals ....As different as these highly successful teachers may be, there is one critical feature they share: they are all accomplished communicators. (Kottler and Zehm 2000, p.65)
In short, effective teachers communicate successfully with their students. But what kinds of communication do students prefer? Communication has many layers, asking questions, giving out answers and discussing with students in class, chatting and inquiring of students' studies and life after class. Teachers also communicate with students through comments on students' homework. In teaching, communication skills contribute to the instructional clarity. In EFL teaching, students identified “clear pronunciation”, “speaking speed”, “clear teaching goals and tasks”, and “use of visual devices, like charts and graphs”. “Some time I couldn’t follow my teacher because it was too much for me. She is too fast for me to take notes (S5)”. She indicated that teachers should choose appropriate communication devices based on the needs of the students.

Two female students (S1&S7) told me that after class, they would like to know about their performance in class and her opinions on other subjects such as the latest trend in clothes. Male students (S2&S6) liked to exchange ideas on world current situations or asked teachers to provide recommendations to their plan of future. Students regard their teacher as a fiend to communicate.

Another kind of communication is the feedback and comments from my teachers. Some teachers leave a lot of assignments but never give any feedback. I think the comments given by the teachers are written form of interaction between us. (S3, S6, and S10)

A special characteristic of language teaching is the oral communication and interactions between teachers and students throughout the process of teaching and learning

*Quality 7: Knowledgeable in the subject.*
The essential quality to be an English teacher is to have a comprehensive knowledge of the subject. English is a foreign language to Chinese English teachers. As stated in the Curriculum regulated by China’s Education Ministry, English teaching should include five layers, listening, speaking, reading, writing and translating. According to the results from survey questionnaire, I found that although English teachers in Chinese universities have apparently rich knowledge in English (statement two), statement ten showed that students hadn’t learned much about the culture beyond the borders of their English classroom. Actually, a highly effective teacher should have a “sound” knowledge of the content. “I wish my English teachers could pass me not only English skills, but also the western culture. I want to know about their living styles, their foods, and their society (S2).” Another student told me that “my teacher had been teaching and working in America for three years. In his teaching, he didn’t boast of his experiences like some other teachers. He used real examples occurred to explain usages of vocabulary or to deepen our understanding of the text material and their literature (S4)”

Einhardt et al (1991, p. 92) pointed out that “Deep knowledge includes knowledge about ways of representing and presenting content in order to foster student learning or construction of meaningful understanding.” Nowadays, many Chinese universities prefer to hire graduates from comprehensive universities instead of normal universities/teacher college, because courses offered in the former have more variety than the latter, covering knowledge of phonetics, phonology, morphology, English orthography, semantics, and syntax. A solid knowledge of the subject is critical for all teachers. As mentioned above, comprehensive English knowledge deepens students’
understanding of teaching materials, and enhances interaction between teachers and students.

An effective teacher should be a great learner. Teachers are models of learning for the students. Good educators can share with their students the joy of learning. Teachers need to update their knowledge to keep track of the changing world, such as how to use the library, and surf the Internet. This kind of communication helps bridge the generation gap. “I like to discuss new trends with my teacher. She is so good that she knows about the music we like. She knows many tricks on how to use the Internet.” That is to say that knowledge in the subject is not enough. The second aspect of knowledge that teachers need to be effective is the knowledge of the culture of students, their rules, and their society. “Whenever possible, we would invite our teacher to be involved in our activities (S2).” I believe that a teacher should live in the same community where his/her students live, not for a life, but at least for a time. In a sense, teachers must become students of their students and they are expected to seek to understand before they attempt to be understood (Covey, 1990).

Quality 8: Role Model.

An effective teacher is someone not only knowledgeable in books, but has life wisdom that students could follow. A teacher is modeling not only in the classroom, but modeling how to live in this competitive society. Based on what have been discussed above, a teacher is demonstrating his/her personal quality, ways of teaching and leaning, and intellectual aspect in classroom. Statement twenty-five appeared to be the most questionable item in the survey. When asked about it, eight out ten students believed that their English teachers were not the models they would like to follow exactly. But they
regarded their respectful teachers as the role models. "I don’t think that my English teacher is my role model, but he is someone I definitely want to learn from (S7)." S8 commended "I would like to have someone who is able to think aloud and model strategic learning for me." S1 prefers to regard someone who is able to exchange opinions on current issues, beliefs and values about teaching, leaning and life. S4 indicated that he wanted his teacher to be flexible to the changing needs and demands from both students and the society, which is in accordance with the idea of reflection. "Reflecting on teaching and reflecting on one’s self is not common. It is not sufficiently encouraged in preparation programs or in in-service education. Instead, there is ingrained in many teachers the need to be ‘doers’ and persons of action (Dollase, 1992, p.89).”

Reflection can examine one’s teaching practice in a thoughtful and even critical way, learning from this process, and then using what has been learned to affect one’s future action (McEwan, 2001). One of the human intelligences is the ability to be self-reflective. I teach, reflect, and then react to the reflection, which forms the cycle of "Action Research". A role model knows when and how to reflect on his/her own behavior. “I do hope that my teacher could respond to our’ needs (S3)".

From the discussion above, the qualities outlined from the research reflect the needs of Chinese university students for their English learning. S2 said to me: “If my English acts like what I have described or just part of them, I believe I would like to make friends with her/him and I think English learning will be different.” S2 was not the only one who looked forward to have a different kind of teacher from what she had now. All of the four male students expressed the idea that they did not care the sex of their teachers, but they did care whether the teacher could be trust as a friend. That is do say,
adult students are eager to establish a friend-like relationship with their teacher whom they could trust, and turn for help.
CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Conclusion

This study has attempted to find out the influence of teacher-student relationships on EFL teaching effectiveness in Chinese universities. 130 students from a Chinese university contributed to this study. A Student Evaluation of Teaching Effectiveness (SETE) questionnaire was used to examine their attitudes in six domains; Teaching practice, Student learning, Instructor’s Communication skills, Teacher-student interaction, Teacher’s personal traits, as well as Teacher-student relationship. Follow-up interviews were also conducted with ten out of 130 students. The data from SETE questionnaires was analyzed with SPSS v.11.0. Mean scores and Standard Deviations were calculated and descriptively analyzed for each domain. Pearson correlations among six domains were also carefully examined. The responses to the interview questions were also coded according to the identified research questions, taking all responses into consideration. The follow-up interviews complemented the SETE questionnaire in that it helped picture effective EFL teachers in Chinese universities. Although it was impossible to identify key factors out of interview data, it was possible to help understand students’ needs in their EFL learning.

The analyses of SETE questionnaire data demonstrated strong correlation between teacher-student and EFL teaching effectiveness (0.498, at r=0.01 level). Analysis report also showed that the instructors’ communication skills had strong impacts on teacher-student relationships (0.581, at r=0.01 level). The data collected from interviews not only clarified confusions from the questionnaire data (e.g. neutral answer and role
model), it also provided suggestions for EFL teachers to establish beneficial relationships with their students.

Educators and researchers have been developing theories on EFL/ESL teaching effectiveness for years. Some researchers have found more than one best way of teaching and learning a second language (Kumaravadively, 1991; Stevick, 1980). Other researchers are working on teaching second language skills by emphasizing the diversity and needs of the learners in certain context (Edge, 1996; Krashen, 2003). Based on what has been found in this study, Chinese university students are looking for positive teacher-student relationship that can benefit their English learning. The following implications might be helpful and beneficial for EFL students and teachers in Chinese universities, as well as EFL/ESL learners in other context.

**Implications**

Firstly, English teachers are advised to demonstrate enthusiasm for teaching before they embark on their teaching career: “mother of all professions”. (Gill, 2001, p. 4) Students, regardless of their age and sex, can easily tell whether or not their teachers have a strong passion for their job. English teachers are imparting and constructing knowledge of a foreign language as well as the culture to Chinese students. Their attitudes decide the ways they teach and the ways students learn. The most questionable item in this study is the evaluation of the concept of “Role Model”. Students want their teachers to realize that they are probably regarded as role models who communicate better through their behavior than their words, because teachers’ behavior influences the lives of their students.

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Secondly, teachers are expected to tell students in their teaching that learning English is to learn a novel way of thinking, by guiding their students into the cultures and historical contexts, in which the English language is embedded. This requires that teachers should possess rich knowledge in the specific subject and the cultural context and history of the language as well. Teaching languages involves reading, listening, thinking, writing, and translating, which explains why EFL Chinese students expect teachers to demonstrate the use of English throughout the learning process to create "English learning environment". Therefore, teachers need to design flexible curricula to address almost any need their students might have. They need to provide practical applications for what they are presenting in their teaching because students like to learn through actual usage. EFL Chinese students also like to know teachers' goal at the very beginning of an English course and they feel connected to what they are learning if they have a say in the process, such as discussions and debates. This study shows that university students are eager to "show off" their English by participating in-class discussions, which demands that English instructors teach with carefully designed, meaningful, exciting and authentic activities in their teaching.

Teachers need to acknowledge any progress students achieve and pay individualized attention, which implies that teachers know most of students on a personal level as well. This is the "caring and understanding (S4)" in students' words. In this study, I found students would like to share their experiences of both English study and their personal lives with their teachers and treat their teachers as friends. That is why they are looking for a "friend like" relationship with their teachers. If teachers are attentive to their students' stories, it will help solve problems encountered in teaching. At the same
time, teachers need to be fair to all students no matter whether or not they have established a relationship with a student. When teachers display favoritism in class, this particular action creates anxiety and animosity, making it difficult for a teacher to gain the trust and respect from his/her students. That is why that even in the university classrooms, teachers are advised to establish rules and disciplines that students can follow and help solve problems and unexpected events. Students wish their English teachers could lead them with integrity. Teachers should never work in fear. They are the reputed ones students turn for help, confidence and courage in case of difficulties.

At the same time, students suggested that their teachers demonstrate higher expectations for them. Teachers are advised not to regard students as empty vessels waiting for them to fill with knowledge. After learning English for at least 6 years, students come to university with all levels of English skills, experiences, and expectations. The challenge of university English teachers is to move them all forward and this could be a demanding task. The confidence teachers demonstrate for their students, is the best way to encourage them. Teachers are not there to change the students; they ought to change accordingly. The results of this study indicate that communication and interaction inside and outside the classroom enable teachers understand the needs and wants of their students.

Finally, students wished that there could be some department in the university that made efforts to understand their needs and help their teachers to make appropriate changes. Although the eight qualities suggested by the students are an ideal model, which is hard to find in actual EFL teachers, it is necessary to call the attention of institutions to set up teacher/professional development office to help teachers move along the
continuum of “the ideal teacher”. Taylor, Head, and Underhill (1997) defined Teacher Development as “the process of becoming the best teacher that you can means becoming a student of learning, [examining] how the relationship between students and teachers influences learning.” (p.11) As mentioned in the review of literature, there is not a satisfactory professional development programs for university English major teachers in China. Since more and more university teachers come from non-normal universities, the study suggested establishing such programs for this group of teachers to help them get familiar with educational theories. Such programs can provide updated advanced educational theories and trends, such as the idea of “service leaning center”, organize seminars for English major teachers to discuss and exchange ideas about teaching strategies, and provide a forum for both teachers and students to communicate outside the classroom. Student (S4) told me that he would like to see the results of this study be known to not only the students and teachers in their university, but also to students and English teachers in other Chinese universities. A nation-wide teacher/professional development program is the one that can facilitate his wish. Fortunately, some Chinese universities have started using SETE as references for administrative and personnel purposes, my study suggests making it accessible to all institutions across the country as integral to national scholarship and personnel decisions like the tenure system.

**Recommendations for future research**

In this study, I have attempted to help students’ perceptions known to the EFL teachers in Chinese universities. This research will hopefully increase awareness of the important role that teacher-student relationships play in the learning life of Chinese university students. As pointed out in the limitations of the study at the end of Chapter III
(p. 46), more research is needed to gain further understanding about the specific influence of EFL teaching. This knowledge will assist in the development of teaching effectiveness theories and practices to improve the teaching quality of EFL teaching in Chinese universities. It is also essential that other populations of Chinese university students be studied to determine whether similar results could be attained. Therefore, future studies could be longitudinal in nature, focusing on participants in different settings, other subjects, and countries. In the field of EFL teaching effectiveness in China, continuous efforts should be made to test and develop appropriated models for teachers to follow.

This research has attempted both quantitative and qualitative methods to solve the research problems, which is still new to many educational researchers in China. As found in this research, mixed methods are helpful to explore the inner thoughts and psychological needs of the students, which is beyond the control of numbers and figures gathered through quantitative research. A combination of quantitative and qualitative methods may be an effective way to gain a more complete understanding of the perceptions of EFL students. More studies on the mixed methods need to be done in the future.
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APPENDIX A

DEFINITION OF TERMS

EFL (English as a Foreign Language) students refer to students studying English as their foreign language in non-English-speaking countries.

Explanatory Mixed-method Study consists of first collecting quantitative data and then collecting qualitative data to help explain or elaborate on the quantitative results, in which the quantitative data and results provide a general picture of the research problem while more analysis, specifically through qualitative data collection is needed to refine, extend, or explain the general picture.

Mixed-method Research is research in which quantitative and qualitative techniques are mixed, in a single study.

Teacher-student relationship to be studied in this research is at the university level.

Teaching Effectiveness in this research refers to the effective teaching quality and productive learning outcomes.

SETEs (Student Evaluation of Teaching Effectiveness) are research instruments in the form of survey questionnaires completed by students to evaluate teaching for the purpose of either to improve teaching or for personnel decisions in education.
APPENDIX B-1

LETTER OF CONSENT FROM THE CHINESE UNIVERSITY (English).

LETTER OF CONSENT

This is to certify that after careful examination, College of Adult Education/College of Continuous Education at Heilongjiang University grants Ms. Lili Gai, a graduate student in the master program at the University of Windsor, the permission to conduct her proposed research study, "Chinese University Students' Perception of the Relationship between Teacher-Student Relationship and Chinese University English Teaching Effectiveness", from the period of November 2004 through March 2005 in the College of Adult Education/College of Continuous Education at Heilongjiang University. During that period, Ms. Gai is allowed to send out Survey Research Questionnaires, Follow-up Interviews with any individual student and to utilize the data collected to complete her thesis work, required for the Master of Education program at University of Windsor.

College of Adult Education/
College of Continuous Education
Heilongjiang University

President: Ruifeng Yang

Tel: (86)-451-86608582
Date: October 15, 2004

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APPENDIX B-2
LETTER OF CONSENT FROM THE CHINESE UNIVERSITY (CHINESE)

黑龙江大学成人教育学院
继续教育学院

授权书

兹证明，经过细致研究，黑龙江大学成人教育学院（继续教育学院）
批准就读于加拿大温莎大学攻读教育学硕士学位的孟黎提出的将于
2004年11月至2005年3月在黑龙江大学成人教育学院（继续教育学
院）开展其题为《试从中国大学生的视角看待师生关系对大学英语教育
有效性》的研究项目，并允许其向在校生发放前期调查问卷。后期个人
采访，以及将所收集到的数据用于其撰写温莎大学教育学硕士论文。

黑龙江大学成人教育学院
继续教育学院

院长：杨锐锋

日期：2004年10月15日
电话：(66)-451-86608582

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Greeting from the investigators

Dear participants,

The purpose of this survey is to examine how Chinese university students perceive the relationship between English Teaching Effectiveness and Teacher-Student Relationships.

You are invited to complete the following questionnaire. Your help and contribution to this research will be highly appreciated.

Thank you again for your participation!

Best regards,

Faculty of Education, the University of Windsor

- If you would like to participate in the follow-up interview, please leave your name and phone number on the consent form and sign it. The investigator will be happy to call you from Canada and interview you on this topic.

Instructions for completing this Likert-scale questionnaire:

1. Demographic Information of participants
   Please circle the one that best describes you.

2. Courses and Instructors

3. Items in questionnaires responses are recorded on a 5-point agreement scale. The statements in questionnaires and follow-up interview questions are chosen and adapted from CSTL Item Bank provided by Center for Support of Teaching and Learning, Syracuse University; Student Evaluation of Teaching (SET), Wayne State University.
   5=strongly agree
   4= agree
   3=neutral (neither agree nor disagree)
   2=disagree
   1=strongly disagree
I. Student Demographic Information

1. Age
   - <17
   - 17-19
   - 20-22
   - 23-25
   - >26

2. Year
   - First
   - Second
   - Third
   - Fourth

3. Sex
   - Male
   - Female

II. Course Description and instructor’s information

A. Course Description

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<th>Required</th>
<th>Major</th>
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B. Basic Information about the instructor

Age:
- 22-30
- 30-40
- 40-50
- 50-60

Sex:
- Male
- Female

III. Student Evaluation of Teaching Effectiveness and Teacher-Student Relationship

Teaching Practice

1. The instructor seemed well prepared for each class.  
   5 4 3 2 1

2. The instructor appeared to have a thorough knowledge of English.  
   5 4 3 2 1

3. The instructor kept on track and did not get distracted.  
   5 4 3 2 1

4. The instructor made the course an enjoyable experience.  
   5 4 3 2 1

5. The instructor integrated the course material with what I have previously learned.
   - Overall, my instructor is an effective teacher.  
     5 4 3 2 1

Student Learning

6. My learning was enhanced by this person’s teaching style.  
   5 4 3 2 1

7. In his/her teaching, I realized the importance of critical thinking.  
   5 4 3 2 1

8. I looked forward to coming to class.  
   5 4 3 2 1

9. I voluntarily read outside material on his/her course content.  
   5 4 3 2 1

10. I developed an understanding of people of other economic, social, racial, or ethnic background in his/her teaching.
   - Overall, I developed a clearer sense of my professional identity.  
     5 4 3 2 1
### Instructor's Communication Skills

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<td>11. The instructor’s English and pronunciation was clear understandable.</td>
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<td>12. The instructor was able to hold my attention in his/her teaching.</td>
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<td>13. The instructor spoke at an appropriate pace.</td>
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<td>14. The instructor had a good command of spoken English.</td>
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<td>15. My interest in English was enhanced by the instructor’s enthusiasm.</td>
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### Teacher-Student Interaction

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<td>16. I was able to discuss things with the instructor outside class.</td>
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<td>17. I participated more in class discussion in this course than in others.</td>
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<td>18. The instructor effectively encouraged students to participate in class discussions.</td>
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<td>19. I felt my participation in class discussion was welcome.</td>
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<td>20. The instructor saw cultural and personal differences as assets.</td>
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### Teacher's Personal Traits

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<td>21. The instructor was friendly and sensitive.</td>
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<td>22. The instructor had a positive attitude towards life and teaching.</td>
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<td>23. The instructor maintained a supportive and nurturing atmosphere in class.</td>
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<td>24. The instructor appeared open to viewpoints besides her/his own.</td>
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<td>25. The instructor showed interest in students.</td>
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### Teacher-Student Relationship

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<td>26. The instructor was available for consultation in/out of office hours.</td>
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<td>27. The instructor treated all students fairly and with respect.</td>
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<td>28. My learning and success in English were important to my instructor</td>
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<td>29. The instructor helped me realize my full ability.</td>
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<td>30. The instructor could approach and communicate with all students.</td>
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APPENDIX C-2

INSTRUMENT (CHINESE)

来自研究者的问候

尊敬的参与者，

本问卷调查旨在考察中国大学生是否认为师生关系影响大学英语教育有效性的问题。我们衷心邀请您，黑龙江大学在校生本科生，参与本研究并协助完成下面的问卷。您的参与将会使本研究更有意义。

衷心感谢您的参与。

此致

敬礼

加拿大温莎大学教育系

- 如果您有意参加后续调查部分，请在授权信上留下您的名字和联系电话。研究者将会在您方便的时间与您进行电话交流，讨论更多有关中国大学英语教学有效性的问题。

问卷调查填表说明：

本问卷包括以下几部分：
1. 参与者的基本信息（请圈出最适合你的一项）
2. 英语课的性质和教师的基本信息
3. 问卷中包括的36个问题采用的是国际通用的5分Likert-Scale。
   所有的问题均选自美国Syracuse大学教学中心提供的教学质量问题库。
4. 5分：完全同意
   4分：同意
   3分：不反对，不赞成
   2分：反对
   1分：强烈反对

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I. 学生基本信息
1. 年龄  
   <17  17-19  20-22  23-25  >26
2. 年级  
   First  Second  Third  Fourth
3. 性别  
   Male  Female

II. 课程性质及教师信息
   B. 课程性质（可选两项）

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   B. 教师基本信息

   年龄：  
   22-30  30-40  40-50  50-60

   性别：  
   Male  Female

III. 教学有效性与师生关系（学生调查表）

   教师教学
1. 教师备课充分
2. 教师具备全面的英语知识.
3. 教师授课内容明确，没有跑题.
4. 教师的教学使得学习本课程的学习变得更有趣.
5. 教师将课程内容与以前所学知识很好的整合在一起.
6. 总的来说，我的老师教学效果很好.

   学生学习效果
6. 老师的教学风格加强了我的学习.
7. 我在他/她的教学中意识到了分析性能力得重要性.
8. 我很愿意来上课.
9. 我自愿利用课外时间阅读相关知识.
10. 通过他/她的教学，我对英语国家的经济，社会，种族背景有了更深的理解.
总的来说，明确了我的未来发展定位。
（从师于英语有关的职业）

教师的交流能力

| 11. 教师的英语发音清晰，易懂。 | 5 4 3 2 1 |
| 12. 教师的教学能够吸引我的注意力。 | 5 4 3 2 1 |
| 13. 教师态度适中。 | 5 4 3 2 1 |
| 14. 教师的英语口语能力很强 | 5 4 3 2 1 |
| 15. 教师的教学热情增强我对英语的兴趣。 | 5 4 3 2 1 |
|  | 教师的交流能力有助于他/她的教学。 | 5 4 3 2 1 |

师生的互动与交流

| 16. 我可以在课下与教师讨论问题。（不仅限于英语方面） | 5 4 3 2 1 |
| 17. 我在英语课堂上更多地参与了课堂讨论。（多于其他英语课） | 5 4 3 2 1 |
| 18. 教师有效地鼓励学生参与课堂讨论。 | 5 4 3 2 1 |
| 19. 参与课堂讨论能够得到更多的鼓励。 | 5 4 3 2 1 |
| 20. 教师尊重班级里学生文化及个性的多样性。（一视同仁） | 5 4 3 2 1 |
|  | 总之，教师鼓励与他/她的交流互动。 | 5 4 3 2 1 |

教师的个性魅力

| 21. 教师友善并很敏感。（容易注意到学生的变化） | 5 4 3 2 1 |
| 22. 教师对待教学及生活有着积极向上的态度。 | 5 4 3 2 1 |
| 23. 教师有能力使课堂保持良好的学习氛围。 | 5 4 3 2 1 |
| 24. 教师能够听取并采纳学生提出的不同观点。 | 5 4 3 2 1 |
| 25. 教师关心学生的学习和生活。 | 5 4 3 2 1 |
|  | 我把她/他当作我的偶像。 | 5 4 3 2 1 |

师生关系

| 26. 课上和课下都可以向老师咨询。（无论学习还是生活上的） | 5 4 3 2 1 |
| 27. 教师公平对待每个学生，尊重个性差异。 | 5 4 3 2 1 |
| 28. 我在英语学习中取得成就对教师很重要。 | 5 4 3 2 1 |
| 29. 教师帮我认识到我的潜力。 | 5 4 3 2 1 |
| 30. 教师能够接近并同每个人交流。 | 5 4 3 2 1 |
|  | 总之，师生关系有助于我的英语学习。 | 5 4 3 2 1 |
APPENDIX D

SAMPLE INTERVIEW QUESTIONS

1. Please rate the closeness between teaching effectiveness and teacher-student relationship on a 1 to 5 scale.

2. What is your understanding of English Teaching Effectiveness

3. Describe the teacher-student relationship you are experiencing/have experience/looking for in your university EFL class.

4. Could you describe one of the best English teachers you've ever had in your university studies?

5. What kind of teacher-student relationship can benefit your English learning?

6. How do you understand “role model” and neutral answer?
APPENDIX E

CONSENT TO PARTICIPATE IN RESEARCH

Title of Study: The Influence of Teacher-Student Relationships on English Teaching Effectiveness and Perceptions of Students in one Chinese University

You are asked to participate in a research study conducted by Lili Gai and Dr. Yvette Daniel, from the Faculty of Education at the University of Windsor. Successful completion of this research will provide the basis for her thesis, which must be completed to fulfill the requirements of her Master of Education degree.

If you have any questions or concerns about the research, please feel to contact Dr. Yvette Daniel at XXX-XXXX ext XXXX

$ PURPOSE OF THE STUDY

The purpose of this research study is to examine the important role of teacher-student relationship in the issue of English teaching effectiveness from the perspectives of adult Chinese students who study English as a Second Language (ESL), in a Chinese University.

$ PROCEDURES

If you volunteer to participate in the follow-up interview, please leave your name and phone number on the consent form and sign it. The investigator will be happy to call you from Canada at a time convenient for you and interview you.

Each interview ranges from 30-45 minutes, and will be conducted in the participants' native language (Chinese) so that the interviewees are able to express their ideas fully and clearly. All the interviews will be audiotaped and transcribed. The transcripts of the interviews will be given to the interviewees for verification later.

$ POTENTIAL RISKS AND DISCOMFORTS

There are no known risks involved with the study.

$ POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

This research results will help improve teaching effectiveness in subjects' future learning of English Language at Heilongjiang University. The study will evaluate effective teaching from students' perspective to add to the sparse research in this field. The results and conclusions aim to remind university teachers to focus on students' needs in their teaching. It will also provide university teachers in China a series of strategies to establish collaborative relationships with students to benefit young adults' learning achievements. The research results will be applied to improvement of the English teaching at Heilongjiang University.

$ PAYMENT FOR PARTICIPATION

Participation in this study is voluntary.

$ CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission.
All interview transcripts will be given to the interviewees for verification. Data collected will be held for a maximum of two years and tape records will be stored in a secure location.

$ PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

$ FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

The result of the study will be posted on the website of Research Ethics Board of University of Windsor, www.uwindsor.ca/reb.

$ SUBSEQUENT USE OF DATA

If the data for the study will be used for either ESL/EFL or Educational Administration research studies at the Faculty of Education at the University of Windsor, I agree that this data can be used in subsequent studies.

$ RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. This study has been reviewed and received ethics clearance through the University of Windsor Research Ethics Board. If you have questions regarding your rights as a research subject, contact:

Research Ethics Coordinator  Telephone: 519-253-3000, ext. 3916
University of Windsor  E-mail: lbunn@uwindsor.ca
Windsor, Ontario
N9B 3P4

$ SIGNATURE OF RESEARCH SUBJECT/LEGAL REPRESENTATIVE

I understand the information provided for the study The Relationship between English Teaching Effectiveness and Teacher-Student Relationship: Perceptions of Chinese University Students as described herein. My questions have been answered to my satisfaction, and I agree to participate in this study. I have been given a copy of this form.

__________________________________________  __________________________
Name of Subject  Signature of Subject  Date

$ SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

__________________________________________  __________________________
Signature of Investigator  Date
APPENDIX F

LETTER OF INFORMATION

Title of Study: The Influence of Teacher-Student Relationships on English Teaching Effectiveness and: Perceptions of Students in one Chinese University

You are asked to participate in a research study conducted by Lili Gai and Dr. Yvette Daniel, from the Faculty of Education at the University of Windsor. Successful completion of this research will provide the basis for her thesis, which must be completed to fulfill the requirements of her Master of Education degree.

If you have any questions or concerns about the research, please feel free to contact Dr. Yvette Daniel at XXX-XXXX ext XXXX.

$ PURPOSE OF THE STUDY

The purpose of this research study is to examine the important role of teacher-student relationship in the issue of English teaching effectiveness from the perspectives of adult Chinese students who study English as a Second Language (ESL), in a Chinese University.

$ PROCEDURES

If you volunteer to participate in the follow-up interview, please leave your name and phone number on the consent form and sign it. The investigator will be happy to call you from Canada at a time convenient for you and interview you.

Each interview ranges from 30-45 minutes, and will be conducted in the participants' native language (Chinese) so that the interviewees are able to express their ideas fully and clearly. All the interviews will be audio-taped and transcribed. The transcripts of the interviews will be given to the interviewees for verification later.

$ POTENTIAL RISKS AND DISCOMFORTS

There are no known risks involved with the study.

$ POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

This research results will help improve teaching effectiveness in subjects' future learning of English Language at Heilongjiang University. The study will evaluate effective teaching from students' perspective to add to the sparse research in this field. The results and conclusions aim to remind university teachers to focus on students' needs in their teaching. It will also provide university teachers in China a series of strategies to establish collaborative relationships with students to benefit young adults' learning achievements. The research results will be applied to improvement of the English teaching at Heilongjiang University.

$ PAYMENT FOR PARTICIPATION

Participation in this study is voluntary.

$ CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only without your permission.

All interview transcripts will be given to the interviewees for verification. Data collected will be held for a maximum of two years and tape records will be stored in a secure location.
$ PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

$ FEEDBACK OF THE RESULTS OF THIS STUDY TO THE SUBJECTS

The result of the study will be posted on the website of Research Ethic Board University of Windsor, www.uwindsor.ca/reb.

$ RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. This study has been reviewed and received ethics clearance through the University of Windsor Research Ethics Board. If you have questions regarding your rights as a research subject, contact:

Research Ethics Coordinator
University of Windsor
Windsor, Ontario
N9B 3P4

Telephone: 519-253-3000, ext. 3916
E-mail: lbunn@uwindsor.ca

$ SIGNATURE OF INVESTIGATOR

These are the terms under which I will conduct research.

______________________________  __________________________
Signature of Investigator                Date
APPENDIX G

CONSENT FOR AUDIO TAPING

Research Subject Name:

Title of the Project: The Influence of Teacher-Student Relationships on English Teaching Effectiveness and: Perceptions of Students in one Chinese University

ID# Number:

Birth date:

I consent to the audio-taping of interviews, procedures, or treatment.

I understand these are voluntary procedures and that I am free to withdraw at any time by requesting that either the taping be stopped or the viewing be discontinued. I also understand that my name will not be revealed to anyone and that taping and viewing will be kept confidential. Tapes are filed by number only and store in a locked cabinet.

I understand that confidentiality will be respected and the viewing of materials will be for professional use only.

_________________________________________  _______________________
(Research Subject)  (Date)
A. Student Outcomes

Cognitive
1. I gained an understanding of major concepts in this field.
2. I learned to apply principles from this course to new situations.
3. I learned to identify central issues in this field.
4. I improved my ability to problem solve.
5. I improved my ability to think creatively.
6. I developed the ability to communicate clearly about this subject.
7. I developed the ability to carry out original research in this field.
8. I developed the ability to evaluate new work in this field.
9. I developed skills necessary for professionals in this field.
10. I learned to think critically about issues in this field.
11. This course helped me think independently about the subject matter.
12. I became more aware of multiple perspectives on issues in this field.
13. I found this class intellectually challenging.
14. My learning increased in this course.
15. I made progress toward achieving course objectives.
16. I learned more in this course than I had expected.

Critical Thinking
17. This course helped me develop skills in gathering and using evidence to support an argument or position.
18. In this course, I learned to identify problems and explore different solutions.
19. As a result of this course, I am better able to differentiate between fact and opinion.
20. I learned to evaluate the quality of others’ arguments and positions by taking this course.
21. As a result of this course, I began to challenge the opinions of others.
22. I feel better able to defend an argument or a position as a result of taking this course.
23. As a result of this course, I began to question some of my long-standing assumptions.
24. I gained analytical skills in this course that I can apply to other courses.
25. As a result of this course, I feel better able to challenge current practices in the field.

Interests and Values
26. My interest in this subject area has increased.
27. The time spent in class was worthwhile.
28. I looked forward to coming to class.
29. I discussed related topics outside of class.
30. I voluntarily read outside material on the course content.
31. I would have taken this course even if it was not required.
32. I plan to take additional related courses.
33. I developed a set of overall values in this field.
34. I learned about career opportunities in this field.

Social Awareness
35. I developed a greater awareness of societal problems.
36. I became interested in community projects related to this course.
37. I learned to value different viewpoints.
38. I reconsidered some of my former attitudes.
39. I increased my appreciation of other students in the class.
40. I developed an understanding of people of other economic, social, racial, or ethnic backgrounds.

Self-Concept
41. I gained a better understanding of myself through this course.
42. I developed a greater sense of personal responsibility through this course.
43. This course increased my awareness of my own interests and talents.
44. This course helped me develop more confidence in myself.
45. I developed a clearer sense of my professional identity.

B. Collaborative/Cooperative Learning
46. I understood the objectives of the group work.
47. The directions for group work were clear.
48. I actively participated in group work.
49. I learned from the contributions of other students.
50. I felt included when working with other students.
51. My contribution to the group was valued.
52. I helped other students learn.
53. The instructor helped groups work effectively.
54. My contribution to the group was fairly assessed.
55. The methods of evaluating group work were fair.
56. The credit given for the group project was appropriate for the effort required.
57. Group work contributed to my learning.
C. Student Effort and Involvement
58. I attended class regularly.
59. I studied and put effort into this course.
60. I was prepared for each class.
61. I participated actively in class discussions.
62. I utilized all the learning opportunities provided in this course.
63. I tried to relate what I learned in this course to my own experiences.
64. I worked harder on this course than on most courses I have taken.
65. I feel that I performed up to my potential in this class.

II. Teaching Practice

D. Organization and Preparation
66. The objectives of the course were clearly explained.
67. The instructor followed the course syllabus.
68. The instructor seemed well prepared for each class.
69. The instructor used class time well.
70. The instructor presented course material clearly.
71. The instructor's presentations were well organized.
72. The instructor's presentations were designed for easy note taking.
73. Class discussions were well organized.
74. Class sessions were clearly connected to previous and subsequent sessions.
75. The instructor appeared to have a thorough knowledge of the subject.
76. The instructor clearly defined the students' responsibilities in this course.

E. Communication
77. The instructor's presentations were clear and understandable.
78. The instructor spoke at an appropriate pace.
79. The instructor spoke with expressiveness and variety in tone of voice.
80. The instructor had a good command of spoken English (or the language used in the course).
81. The instructor was dynamic and energetic in conducting the class.
82. My interest in the subject matter was enhanced by the instructor's enthusiasm.
83. The instructor's style of presentation held my interest.
84. The instructor was enthusiastic in presenting course content.
85. The instructor enhanced presentations with the use of humor.
86. The instructor seemed genuinely interested in the course material.
87. The instructor seemed to enjoy teaching.
88. The instructor defined new terms, concepts, and principles.
89. The instructor slowed down when discussing complex or difficult topics.
90. The instructor made good use of examples and illustrations.
91. The examples used to explain course concepts had relevance for me.
92. The instructor summarized or emphasized important points in class.
93. The instructor related the course to students' experiences and backgrounds.
94. Course concepts, principles, and ideas related to my experiences and background.
95. The instructor helped students develop an interest in the material.
96. The instructor related theories and concepts to practical issues.
97. Course ideas were integrated with concepts I had previously learned.
98. The instructor presented diverse approaches to problems and their solutions.
99. When appropriate, the instructor presented divergent viewpoints.
100. The instructor used a scholarly approach in presenting content (referring to theory, research, and debates in the field).
101. The instructor made students aware of current problems in this field.

F. Faculty/Student Interaction
102. The instructor treated students with respect.
103. The instructor treated all students fairly.
104. The instructor maintained an atmosphere of good feeling in the class.
105. I was comfortable asking questions in this class.
106. The instructor promoted meaningful class discussions.
107. The instructor effectively encouraged students to participate in class discussions.
108. I had the opportunity to participate in class discussions.
109. The instructor encouraged students to express their opinions.
110. The instructor was open to contributions from all class members.
111. I felt my participation in class discussions was welcome.
112. The instructor valued the diversity of life experiences among students.
113. The instructor saw cultural and personal differences as assets.
114. The instructor challenged stereotypic assumptions in class discussions.
115. The instructor accepted viewpoints other than her/his own as valid.
116. The instructor answered questions satisfactorily.
117. My questions were satisfactorily answered by the instructor.
118. The instructor recognized individual differences in students' abilities.
119. The instructor was flexible in dealing with students.
120. The instructor seemed concerned about whether students learned the material.
121. The instructor promoted a feeling of self-worth in students.
122. The instructor developed a good rapport with me.
123. The instructor seemed genuinely interested in me as a person.
124. The instructor related to students as individuals.
125. The instructor made me feel that I am an important member of this class.
126. The instructor told students when they had done particularly well.
127. The instructor motivated me to do my best work.
128. The instructor provided me with an effective range of challenges.
129. The instructor offered specific suggestions for improving my weaknesses.
130. The instructor helped me realize my full ability.
131. My learning and success in this course were important to my instructor.
132. I felt confident that I could achieve in this course.
133. The instructor was skillful in observing student reactions.
134. The instructor was sensitive to student difficulty with course work.
135. The instructor accommodated students with various learning needs.
136. The instructor accommodated the needs of students with disabilities.
137. The instructor was willing to meet with students outside of class.
138. I was able to meet with my instructor during office hours.
139. The instructor was available during office hours.
140. The instructor was accessible to students via email.
141. I was able to communicate with my instructor via email.
142. The instructor responded to students' emails in a timely manner.

III. Course Elements

G. Grading
143. The grading system was clearly explained.
144. I understood how my grade was determined for this course.
145. The instructor had a realistic definition of good performance.
146. The type of assessment used in this course was appropriate for the course objectives.
147. I had many opportunities to demonstrate what I learned in this course.
148. My final grade in this course was based on a variety of assignments and other assessments.
149. The instructor evaluated my work fairly.
150. The instructor adequately assessed how well students mastered the material.
151. The instructor provided helpful feedback on my work.
152. The instructor provided prompt feedback on my work.
153. The instructor kept students informed of their progress.
154. I was aware of my academic progress throughout the course.
155. I was encouraged to learn from my mistakes in this course.
156. My grades accurately reflect my performance in the course.
157. I was encouraged to assess my own work in this course.

H. Examinations
158. I knew which content topics were to be included on the exams.
159. The class activities prepared me for the exams.
160. I was not surprised by the content covered on the exams.
161. The exam questions were worded clearly.
162. I understood the exam questions.
163. The exams gave students an opportunity to demonstrate what they had learned.
164. The exams covered the important aspects of the course.
165. The exams reflected the objectives of the course.
166. Emphasis on memorizing for exams should be reduced.
167. Exams emphasized understanding rather than memorization.
168. The exams were evaluated fairly.
169. Exams were returned within a reasonable period of time.
170. Timely return of the exams permitted me to clarify course content before further assessment.
171. The instructor provided helpful feedback on my exams.
172. I was able to benefit from the feedback on my exams.
173. Answers to the exam questions were adequately explained after the exam.
174. I learned from the mistakes I made on the exams.
175. Exams were reasonable in length.
176. Exams were reasonable in difficulty.
177. The instructor took reasonable precautions to prevent cheating on the exams.
178. Enough time was provided to complete the exams.
I. **Textbook**

- The textbook helped me understand course concepts.
- The textbook made a valuable contribution to my learning.
- The textbook was easy to understand.
- The textbook presented various perspectives on issues.
- A textbook would be a useful addition to this course.

J. **Assignments**

**Reading Assignments**

- The purpose of the reading assignments was clear.
- The assigned readings were at an appropriate level for me.
- The reading assignments were relevant to the course objectives.
- The reading assignments covered material from diverse perspectives.
- The reading assignments were interesting.
- The reading assignments made students think.
- The assigned readings were well integrated with course topics.
- The reading assignments required a reasonable amount of time and effort.

**Writing Assignments**

- Writing assignments were relevant to course objectives.
- Directions for writing assignments were clear.
- I was able to select interesting topics for my writing assignments.
- Writing assignments were interesting.
- Writing assignments were challenging.
- Writing assignments encouraged the inclusion of diverse perspectives.
- I enjoyed incorporating various perspectives into my writing assignments.
- The instructor was available to work with students individually on their writing.
- Writing assignments required a reasonable amount of time and effort.
- I spent an appropriate amount of time on the writing assignments for this course.
- The criteria for grading the writing assignments were clear.
- I understood the criteria used in evaluating my writing assignments.
- Writing assignments were evaluated fairly.
- Writing assignments were returned promptly.
- I was able to use my instructor’s comments to improve my writing.
- The writing assignments helped me improve my writing ability.
209. My confidence in writing has increased.
210. The instructor communicated a sense of enthusiasm about writing.

**Oral Presentation Assignments**
211. I understood the directions for the presentation assignments.
212. Directions for presentation assignments were clear.
213. Oral presentation assignments were relevant to course objectives.
214. Student presentation assignments were interesting.
215. I was able to select interesting topics for my presentation assignments.
216. I was challenged by the presentation assignments.
217. I had sufficient access to the resources I needed to complete my presentation assignments.
218. Student presentation assignments required a reasonable amount of time and effort.
219. I spent an appropriate amount of time preparing my presentation assignments.
220. My oral presentations were evaluated fairly.
221. The instructor’s comments helped improve my speaking skills.
222. I used the instructor’s comments to improve my speaking skills.
223. The presentation assignments helped me become a better public speaker.
224. The presentation assignments increased my confidence in public speaking.

**Computer-Based Assignments**
225. I had no difficulty accessing the computer-based assignments.
226. I understood the objectives for the computer-based assignments.
227. The instructor provided the necessary instructions to complete each computer-based assignment.
228. I understood the directions for the computer-based assignments.
229. The instructor clearly explained the various aspects of each computer-based assignment.
230. The instructor helped me gain the skills that I needed to complete the computer-based assignments.
231. I developed the skills necessary to complete the computer-based assignments.
232. I found the computer-based assignments interesting.
233. I was challenged by the computer-based assignments.
234. I had enough time to complete the computer-based assignments satisfactorily.
235. My computer-based assignments were evaluated fairly.
236. The instructor provided helpful feedback on my computer-based assignments.
237. I used the instructor’s feedback to improve the quality of my work.
238. The credit given to computer-based assignments was appropriate for the effort required.
239. Learning to use presentation software for assignments in this class contributed to my learning.

240. Learning to create a web page to complete assignments in this class contributed to my learning.

Other Assignments (fill the parenthesis with the appropriate assignment name)

241. Directions for the ( ) were clear.

242. I understood the directions for the ( ).

243. The ( ) was relevant to course objectives.

244. I was challenged by the ( ).

245. I was able to select an interesting topic for my ( ).

246. I spent an appropriate amount of time on the ( ).

247. I understood the criteria for evaluating my ( ).

248. My ( ) was evaluated fairly.

249. The instructor provided useful comments on the ( ).

250. The credit given for the ( ) was appropriate for the effort required.

251. The ( ) deepened my knowledge of the subject matter.

252. The ( ) helped me integrate course concepts and issues.

253. The ( ) helped me master the course concepts.

K. Audiovisual Aids (charts, movies, videos, slides, models, etc.)

254. Audiovisual aids used in this course were stimulating.

255. The instructor generally used the audiovisual aids effectively.

256. The audiovisual aids were a valuable part of this course.

257. The audiovisual aids used in this course were effective in helping me learn.

L. Technology Usage

258. The use of the computer enriched my learning experience in this class.

259. The instructor clearly explained expectations for use of electronic communication tools in this course.

260. The instructor effectively used electronic presentations as a basis for student participation in class.

261. The instructor effectively used a discussion board/listserv in this class to engage students in class participation.

262. I was able to actively participate in the class due to the use of computer technology.

263. The instructor effectively used instructional technology as a basis for group work in class.
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264. Instructional technology used in this course was well integrated with course topics.
265. Instructional technology used in this course contributed to my learning.
266. The instructor clearly explained the purpose of the course web pages.
267. The course web pages were well organized.
268. I found the instructor's updates to the on-line syllabus helpful.
269. The course web pages were relevant to the course objectives.
270. Computer labs were a valuable part of this course.
271. Computer tutorials were a valuable part of this course.

M. Course Difficulty, Pace, and Work Load
272. The amount of information covered in this course was reasonable.
273. The instructor set reasonable standards for students.
274. The instructor covered the content in sufficient depth.
275. The course content was presented at a satisfactory level of difficulty.
276. I found the course challenging enough to be stimulating.
277. Prerequisite courses adequately prepared me for taking this class.
278. The instructor presented the material at an appropriate pace.
279. The instructor made sure that students understood the current topics before moving onto new concepts.
280. I understood the current topics before we moved onto new concepts.
281. The amount of work required for this course was appropriate for the credit received.
282. The intensity of the instruction was appropriate for my level of understanding.

IV. Overall (Global) Questions
283. I was very satisfied with the educational experience this instructor provided.
284. Overall, I learned a great deal from this course.
285. Overall, I rate this instructor an excellent teacher.
286. Overall, I rate this an excellent course.

V. Student Demographic Information
287. What is your overall cumulative GPA? (4.0-3.5, 3.4-3.0, 2.9-2.5, 2.4-2.0, below 2.0)
288. Is this a required course for you? (yes, no)
289. Which one of the following best describes this course for you? (major/minor requirement, college requirement, elective, interest only, other)
290. What is your class level? (freshman, sophomore, junior, senior, graduate, other)
291. Do you communicate better in English or in another language? (better in English, better in another language, equally well in English and another language)
292. Gender (female, male)
293. What grade do you expect in this course? (A, A+, B+, B, B-, C+, C, below C)
294. What was your level of interest in the subject area before the beginning of the course? (very low, low, medium, high, very high)

VI. Open-Ended Questions

295. Which aspects of this course were most valuable to your overall learning experience?
296. Which aspects of this course were least valuable to your overall learning experience?
297. Which aspects of this course did you like best?
298. Which aspects of this course did you like least?
299. Which aspects of this course would you suggest changing?
300. What changes would you make in the lectures?
301. What changes would you make in the readings?
302. What changes would you make in the assignments?
303. What changes would you make in the examinations?
304. How might this course be more inclusive of diverse groups?
305. How might the teaching methods used be more sensitive to your learning needs?
306. Comment on the quality of instruction in this course.
307. Comment on your experience as a learner in this course.
308. Comment on your learning in this course.
309. Describe the times in this course when you were most engaged, excited, and involved as a learner.
310. Describe the times in this course when you were most distanced, disengaged, and uninvolved as a learner.

VII. Specific Activities

N. Guest Speakers

311. The guest speakers addressed issues relevant to the course objectives.
312. The guest speakers contributed to my understanding of the course objectives.
313. The presentations by the guest speakers were interesting.
314. The guest speakers were effective presenters.
315. I was able to apply the guest speakers' presentations to course content.
316. The guest speakers contributed to my learning.

O. Field Trips
317. The field trips were relevant to the course objectives.
318. I was able to relate the field trip experiences to the course content.
319. The field trips were of instructional value.
320. The field trips were well planned.
321. The field trips were useful learning experiences.
322. The field trips made a valuable contribution to my learning.

P. Research and Field Projects
323. I clearly understood the goals of the research/field project.
324. The field experience enabled me to develop a better understanding of the research process.
325. The instructor explained new research techniques.
326. The instructor adequately prepared me for the experience that I encountered in the field.
327. My research/field project was an excellent opportunity to apply course concepts.
328. The instructor clearly communicated expectations for the research reports.
329. My research/field project provided opportunities for learning that closely matched my interests.
330. I was challenged by the research/field project.
331. The research/field experience gave me insight into the application of research in current practice or policy.
332. The research/field project was valuable to my professional development.

VIII. Special Instructional Settings

Q. Team Teaching
333. The team teaching approach was effectively used in this course.
334. Instruction was well coordinated among the teachers.
335. The teachers involved in team teaching were compatible.
336. Course content was effectively presented within the team teaching approach.
337. The team teaching approach met my learning needs.
338. Team teaching provided me with diverse insights into the course content.
339. The team teaching method provided me with a valuable learning experience.
R. Laboratory Sessions

340. The laboratory instructor was concerned with safety.
341. The laboratory sessions were well organized.
342. The use of laboratory equipment was adequately explained.
343. The laboratory equipment was effectively set up.
344. I had appropriate and working equipment available to conduct the laboratory exercises.
345. The laboratory room used for this course had adequate facilities.
346. I had sufficient access to the laboratory facilities to complete the laboratory assignments.
347. The laboratory instructor was available throughout the laboratory sessions.
348. Students received individual attention during the laboratory sessions.
349. Directions for laboratory assignments were clear.
350. Laboratory assignments were interesting.
351. I was challenged by the laboratory exercises.
352. Laboratory assignments required an appropriate amount of time and effort.
353. Laboratory assignments were reasonable in length.
354. Laboratory assignments were relevant to course objectives.
355. The laboratory exercises clarified lecture content.
356. Laboratory sessions were integrated with lecture topics.
357. The laboratory instructor thoroughly understood the laboratory experiments.
358. The laboratory instructor was available during office hours.
359. I understood the appropriate write-up format for laboratory reports.
360. Laboratory reports were evaluated fairly.
361. Instructor feedback on laboratory reports was helpful.
362. I used feedback on my laboratory reports to improve the quality of my work.
363. Laboratory reports were returned promptly.
364. The questions on the laboratory quizzes were a good representation of the material covered in laboratory sessions.
365. My laboratory techniques have improved.
366. Laboratory sessions increased my competence in using lab equipment and materials.
367. The laboratory sessions made an important contribution to my mastery of course content.
368. The laboratory was a valuable part of this course.

S. Discussion/Recitation Sections

369. I found the discussion section helpful to my learning.
370. The discussion section clarified lecture material.
371. The instructor raised challenging questions for discussion.
372. There was ample opportunity to ask questions in the discussion section.
373. The discussion instructor treated students fairly.
374. The discussion instructor demonstrated knowledge of the content.
375. The discussion instructor was available during office hours.
376. The questions on the discussion quizzes reflected what I was expected to know.
377. The discussion section prepared me for the examinations.
378. The discussion section was well integrated with the lecture.
379. The discussion section was a valuable part of this course.

T. Studio Work
380. Studio assignments were interesting.
381. Directions for the studio projects were clear.
382. I understood the objectives of the assigned studio work.
383. The instructor’s examples and demonstrations in studio were clear.
384. The instructor carefully explained new processes and techniques in studio.
385. The instructor made connections between theory and practice in studio.
386. I was able to be creative with my studio assignments.
387. I was challenged by the studio work.
388. The instructor required an appropriate amount of studio work.
389. The instructor’s expectations for student performance were reasonable for the level of the studio course.
390. I proceeded through the studio work in an appropriate amount of time.
391. The studio facilities were adequate.
392. I had sufficient access to the resources I needed to complete my studio work.
393. I had sufficient opportunities to use the studio facilities to complete my projects.
394. I had sufficient guidance during studio.
395. My studio work was evaluated fairly.
396. The instructor’s comments on my studio work helped improve my technique.
397. Studio assignments helped broaden my range of abilities.
398. The instructor’s critiques increased my confidence in studio work.
399. The studio projects completed in this course enhanced my portfolio.
400. The studio projects were valuable for mastering the course objectives.
U. Community-Based and Service Learning

401. I participated in the community-based experience for at least the minimum amount of time required by the instructor.

402. The instructor clearly explained her/his expectations for the community-based learning experience.

403. I received an adequate introduction to the community site.

404. I received appropriate supervision at the community site.

405. I had sufficient access to resources at the community site to complete my assignments.

406. The instructor provided a meaningful connection between course concepts and the community-based learning experience.

407. The community-based experience was an excellent opportunity for me to apply course concepts.

408. The instructor discussed important ethical issues of working in the community.

409. I learned effective methods for dealing with conflicts and problems at the community site.

410. The instructor often referred to and drew on the students' community experiences in class.

411. The instructor provided opportunities for the class to reflect in meaningful ways on the community-based learning experience.

412. The community-based experience taught me things that I could not have learned in the classroom alone.

V. Clinical/Field Placements

413. I worked at the clinical/field site for at least the minimum amount of time required by the instructor.

414. The instructor provided an effective orientation to the clinical/field site.

415. The orientation to the clinical/field site was appropriate for my needs.

416. The instructor was knowledgeable about the clinical/field placement.

417. The instructor clearly communicated expectations for the clinical/field placement.

418. I was involved in developing appropriate learning outcomes for my clinical/field placement.

419. The instructor's clinical/field demonstrations were clear.

420. I developed good clinical/field techniques.

421. I learned to identify appropriate and inappropriate clinical/field procedures.

422. The instructor satisfactorily answered my clinical/field questions.

423. The instructor made reasonable demands of the students in clinical/field work.
424. The instructor adequately prepared me to deal with conflicts or problems that arose during the clinical/field placement.

425. The clinical/field experience provided an adequate number of opportunities for me to gain and practice problem-solving skills.

426. The instructor encouraged critical thinking with regard to my clinical/field placement.

427. The instructor was open to different points of view about issues raised by the clinical/field placement.

428. The instructor was sensitive to issues of diversity encountered during the clinical/field placement.

429. The instructor stimulated thinking about issues of diversity encountered during the clinical/field placement.

430. The instructor raised my awareness of ethical aspects associated with my clinical/field placement.

431. The instructor adequately prepared me for the professional conduct expected during the clinical/field placement.

432. The instructor was sufficiently available for consultation during the clinical/field placement.

433. The instructor evaluated my clinical/field work consistently.

434. The instructor evaluated my clinical/field work fairly.

435. The instructor provided timely feedback about my performance during the clinical/field placement.

436. The instructor provided constructive feedback about my performance during the clinical/field placement.

437. The instructor helped me develop effective methods to assess my own progress during the clinical/field placement.

438. The clinical/field placement offered me adequate opportunities to achieve the learning outcomes set at the beginning of the experience.

439. The instructor and I collaborated effectively on the evaluation of my work during the clinical/field placement.

440. During the clinical/field experience I was able to gain valuable information about community resources.

441. As a result of the clinical/field experience, I have a better understanding of the community perspective on health issues.

442. Prior course work adequately prepared me to handle the clinical/field tasks.
443. The clinical/field placement assignments helped me apply knowledge from other courses.
444. The clinical/field placement was valuable to my professional development.

W. Graduate Seminar

445. The instructor facilitated student involvement in the seminar.
446. The instructor stimulated productive class discussions.
447. I was actively engaged in the discussion process.
448. The instructor encouraged students to express their opinions.
449. I was comfortable expressing my opinion during discussions.
450. The seminar allowed me to learn from other students.
451. The class discussions contributed to my learning.
452. The instructor presented divergent viewpoints when appropriate.
453. The instructor was receptive to new ideas and others' viewpoints.
454. Divergent viewpoints helped me to understand issues from different perspectives.
455. I was encouraged to think critically about ideas and issues presented during the seminar.
456. The instructor used a scholarly approach in presenting course content (presenting competing theories, research, and debates in the field).
457. I was exposed to current research and methods during the seminar.
458. I was intellectually challenged by the seminar.
459. The instructor was available for consultation with students.

X. Research Supervision (honors projects, masters' theses, and doctoral dissertations)

460. My research advisor was knowledgeable about the research process.
461. My research advisor helped me refine my research ideas.
462. My research advisor guided the development of my research.
463. My research advisor was clear about expected outcomes at each stage of the process.
464. My research advisor demonstrated an open approach to different points of view regarding the problem being studied.
465. My intellectual curiosity about the research topic has increased.
466. My research skills were enhanced during the project.
467. I was encouraged to think critically throughout the research process.
468. I was able to consult with my research advisor when necessary.
469. I received timely feedback from my research advisor.
470. I received helpful feedback from my research advisor.
471. My research advisor was knowledgeable about the school/college and university research requirements.

472. My research advisor taught me scientific integrity.

473. My research advisor facilitated my understanding of ethical aspects of the research process.

474. My research advisor facilitated timely completion of my study.
Your responses to the Student Evaluation of Teaching (SET) form are very important to your instructor and to the University. This information contributes to:

1. improvements in the quality of instruction at Wayne State,
2. the annual decisions made on salaries, and
3. faculty promotion and tenure decisions.

Please read each item carefully. Fill in the circle with the number that best represents your response to each item.

You may add brief narrative comments to the items in the designated areas on page three; in addition, your written comments regarding course improvement are solicited on the reverse side of the comment page.

Please be sure to read the statement at the top of page three (3) regarding the disposition of your handwritten comments.
### Student Profile

**Q** Your participation in this class has been.

- [ ] Excellent
- [ ] Good
- [ ] Fair
- [ ] Poor

**M** How often did you miss class?

- [ ] Never
- [ ] Rarely
- [ ] Sometimes
- [ ] Often

**F** How much effort did you put into your work?

- [ ] Little
- [ ] Moderate
- [ ] Much
- [ ] Great

**A** If you have, list them below.

1. [ ] New ideas
2. [ ] Improvements in my work
3. [ ] Additional material

### Summary Course Evaluation

1. How would you rate this course?

   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5

2. How much have you learned in this course?

   - [ ] 1
   - [ ] 2
   - [ ] 3
   - [ ] 4
   - [ ] 5

### Instructor Feedback/Expectations

**Organization/Clarity**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

**Course Interaction**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

**Individual Support**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

**Course Material**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

**Evaluation/Grading**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

**Workload/Difficulty**

- [ ] 1
- [ ] 2
- [ ] 3
- [ ] 4
- [ ] 5

### Instructor Supplied Items:

- [ ] Yes
- [ ] No

**Instructor's Name:**

---

Please make marks that are heavy and dark. Mark only one choice for each item. If you change your mind enter your instrument completely and then mark as new. Please do not write in this area.

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Please Note: Your handwritten comments are manually separated from the machine-readable portion of this form upon receipt by the Testing and Evaluation Office. They are then returned directly to the instructor for review and use in assessing this course, or the teaching methods used in the course. They are not used for any other purpose.

SUMMARY EVALUATION, Part 1—Overall comments on the course and your learning:

<table>
<thead>
<tr>
<th>Organization/Clarity</th>
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<tbody>
<tr>
<td>Instructor Readability</td>
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<td>Group Interaction</td>
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<td>Breadth of Coverage</td>
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<td>Examinations/Grading</td>
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<td>Assignments/Readings</td>
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<td>Workload/Difficulty</td>
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</tbody>
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INSTRUCTOR FEEDBACK—DIAGNOSTICS

SUMMARY EVALUATION, Part 2—Overall comments on the instructor's teaching:

You may make additional comments on the other side of this form.

Please do not write in this area.

247658
VITA AUCTORIS

Lili Gai was born in 1977 in Harbin, Heilongjiang, Northern part of the Peoples Republic of China. She graduated from the Heilongjiang University and received her Bachelor of Arts degree in English Language and Literature in 2000. She taught English as a foreign language in Harbin University of Science and Technology for one year, teaching courses such as College English, Intensive Reading, Speaking and Listening to English major students. In September 2001, she was admitted to master program of Heilongjiang University and studied for Master of Arts degree in Applied Linguistics. From 2001 to 2003, she continued practicing English teaching to adult learners in Chinese universities as well. She completed her master thesis for Applied Linguistics in her first-year study at the Faculty of Education of the University of Windsor, Canada. In June 2004, she successfully defended her thesis and graduated from Heilongjiang University with a Master of Arts degree in Applied Linguistics.

Currently, she is a candidate for the Master’s degree in Education the University of Windsor and hopes to graduate in June 2005.