

คุณลักษณะที่พึงปรารถนาของผู้สอนวิชาภาษาอังกฤษ ในระดับอุดมศึกษา: กรณีศึกษามหาวิทยาลัยธุรกิจบัณฑิตย์

DESIRED CHARACTERISTICS OF ENGLISH LANGUAGE TEACHERS IN HIGHER EDUCATION: A CASE STUDY OF DHURAKIJ PUNDIT UNIVERSITY

ทัญชัย เยี่ยมสวัสดิ์*

Thananchai Yiamsawat*

* หัวหน้าหมวด หมวดวิชาภาษาอังกฤษเพื่อเสริมการเรียนการสอน คณะศิลปศาสตร์ มหาวิทยาลัยธุรกิจบัณฑิตย์

* Program Head, English for Instructional Support Section, Faculty of Arts, Dhurakij Pundit University

* Email: thananchai.yit@dpu.ac.th

บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์ 1) เพื่อสำรวจความคิดเห็นของนักศึกษามหาวิทยาลัยธุรกิจบัณฑิตย์เกี่ยวกับคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษ และ 2) เพื่อเปรียบเทียบความคิดเห็นของนักศึกษาเกี่ยวกับคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษ โดยจำแนกตามเพศ และคณะวิชาที่ศึกษา กลุ่มตัวอย่างที่ใช้ในการศึกษาคือ นักศึกษามหาวิทยาลัยธุรกิจบัณฑิตย์ ที่ลงทะเบียนเรียนในรายวิชาภาษาอังกฤษเพื่อจุดประสงค์เฉพาะ 2 ภาคเรียนที่ 2 ปีการศึกษา 2558 จำนวน 1,179 คน เครื่องมือที่ใช้ในการเก็บข้อมูลได้แก่ แบบสอบถามความคิดเห็นเกี่ยวกับคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษ จำนวน 5 ด้าน รวม 34 ข้อ สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ค่าร้อยละ ค่าเฉลี่ย (\bar{X}) ค่า t-test และค่า f-test ผลการวิจัยพบว่า 1) ระดับความคิดเห็นเกี่ยวกับคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษ มหาวิทยาลัยธุรกิจบัณฑิตย์ ทั้งโดยรวมและรายด้านอยู่ในระดับมาก โดยได้ให้ความสำคัญกับด้านการวัดและประเมินผลเป็นลำดับแรก 2) นักศึกษาชายและนักศึกษาหญิง มีความคิดเห็นเกี่ยวกับคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษไม่แตกต่างกันอย่างมีนัยสำคัญทางสถิติ อย่างไรก็ตาม นักศึกษาจากคณะวิชาที่ต่างกัน มีมุมมองในเรื่องคุณลักษณะที่พึงปรารถนาของอาจารย์สอนภาษาอังกฤษแตกต่างกันอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 ในด้านการวัดและประเมินผล และด้านบุคลิกภาพ 3) จากข้อมูลบันทึกประสบการณ์และความรู้สึกที่มีต่อผู้สอนภาษาอังกฤษ พบว่า การเอาใจใส่ การมีมนุษยสัมพันธ์ที่ดี ตลอดจนการส่งเสริมให้นักศึกษามีส่วนร่วมในชั้นเรียน ถือเป็นคุณสมบัติที่สำคัญของอาจารย์สอนภาษาอังกฤษ

คำสำคัญ: คุณลักษณะที่พึงปรารถนา อาจารย์สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ การสอนภาษาอังกฤษ

Abstract

The purposes of this research were 1) to explore the students' opinions regarding the desired characteristics of EFL teachers at Dhurakij Pundit University in Thailand; and 2) to compare the students' opinions regarding the desired characteristics of EFL teachers from different genders and faculties. The subjects in this research were 1,179 students enrolled in the course, English for Specific Purposes 2 during the second semester of academic year 2015 at Dhurakij Pundit University. The data collection instrument was a five-point rating scale questionnaire covering 34 items and 5 aspects. The statistics used for the data analysis were percentage, mean, t-test, and f-test. The research findings revealed the following. One, the students' opinions on the desired characteristics of EFL teachers at Dhurakij Pundit University overall and on each aspect were at a high level, with the highest ranking for evaluation and assessment. Two, the male students did not significantly demonstrate a desire for the characteristics of EFL teachers different from the female students. However, the students from different faculties had significantly different opinions regarding the desired characteristics of EFL teachers in terms of evaluation and assessment, and socio-affective skills ($p < 0.05$). Three, the results from the open-ended questionnaire revealed that being attentive, being friendly, and encouraging students' participation in class were thought to be the most important characteristics of EFL teachers.

Keywords: Desired Characteristics, EFL Teachers, English Teaching

Introduction

Qualified teachers are important for enhancing the quality of learning. The teacher is one of the main factors that plays a major role in creating effective and efficient learning on the part of students (Markley, 2004, cited in Shishavan & Sadeghi, 2009). Kaur (2012) stated that in the 21st century classroom, teachers facilitate students' learning and design constructive learning environments that can meet their skill needs at work.

An effective teacher is not only a person that conveys knowledge to the students, but also considers the different learning style that each student has. Therefore, effective teachers refer to teachers that are helpful to students in terms of their learning (Chen & Lin, 2009).

Several studies have investigated the characteristics of effective teachers, and Pettis (1997) identified three main characteristics of professionally-competent teachers. According to her study, effective teachers must first be knowledgeable and skillful. Secondly, teachers must change over time and develop during their teaching. Thirdly, teachers must be personally committed to their professional development.

In order to understand what it means to be a foreign language teacher and in what sense they are different from other teachers, Borg (2006) investigated the opinions of over 200 EFL teachers regarding what it means to be a good EFL teacher and how an EFL teacher differs from teachers teaching other subjects. His participants reported that EFL teachers need to keep up to date with new teaching methods and best practices in their field in order to cope with the advanced nature of language teaching methodology. They should also have closer, more relaxed, and more positive relationships with learners in comparison with other teachers.

Student feedback is considered to be the most effective and reliable tool for the teacher's evaluation, and it can be viewed as a response to the teachers' performance (Husain & Khan, 2016). At Dhurakij Pundit University, the anonymous student evaluation of the teacher's performance is a common process of getting feedback from students. Therefore, exploring the characteristics of EFL teachers that are considered to be effective can be very useful for teachers in terms of having a better understanding of what students need and expect from them. Moreover, the perceptions of this matter have never been conducted at Dhurakij Pundit University. For these reasons, the researcher would like to explore the students' opinions about the "desired characteristics of EFL teachers" from undergraduate students in order to help them study efficiently in the English language classroom, and to encourage them to become involved in their class activities, as well as to help teachers create a friendly and relaxing classroom atmosphere and improve the quality of their teaching.

Objectives of the Study

1. To explore the students' opinions regarding the desired characteristics of EFL teachers at Dhurakij Pundit University
2. To compare the students' opinions regarding the desired characteristics of EFL teachers according to gender differences and field of study differences

The research questions are as follows:

1. What are the students' opinions regarding the desired characteristics of EFL teachers at Dhurakij Pundit University?
2. What are the differences between male and female students' opinions regarding the desired characteristics of EFL teachers?
3. What are the differences in the opinions of students from different faculties regarding the desired characteristics of EFL teachers?

Research Hypotheses

The following hypotheses were tested in this study.

Hypothesis 1: Students of different genders perceive the desired characteristics of EFL teachers differently.

Hypothesis 2: Students from different faculties perceive the desired characteristics of EFL teachers differently.

Literature Review

Definition of Effective Teachers

Before focusing on the desired characteristics of EFL teachers, let us shed some light on the definitions of such terms as effective, effective teachers, and effective EFL teachers to some degree. The concept of "effective" is perceived and interpreted by various researchers in different fields, for example education, medicine, science, and law (Dincer, Takkac, & Yazici, 2013). Most researchers agree with the dictionary definition of effective as "being successful in producing a desired or intended result" (Deuter, Bradbery, & Turnbull, 2015).

In order to obtain a clearer understanding of "effective teachers," the definitions given by educators and scholars are presented. Stephens & Crawley (1994) defined an effective teacher in terms of his or her "ability to share information with students in such a way that students are able to understand and relate to this information." A similar definition of an effective teacher was given by Benson, Schroeder, Lantz, & Bird (2001, cited in Arikan, Taser, & Sarac-Suzer, 2008, p. 43), who defined an effective teacher as "a person who provides information to students in a way that is clear, understandable, and motivating."

When the idea of an effective teacher is restricted to the language-teaching situation, it falls into the concept of "effective EFL teachers." Sanderson (1983, cited in Dincer et al., 2013, p. 2) broadly described a good EFL teacher as someone that uses the target language principally, has clear and good pronunciation, stress and intonation, involves students in class activities and has flexible objectives. Similarly, Wichadee (2010) noted that an effective EFL teacher is not represented only by the factors of knowledge or teaching skills, but also classroom management, and closer teacher-student relationships.

Desired Characteristics of EFL Teachers

The quality of effective teachers can be classified in different ways depending on the researchers' objectives and interests. Several studies have categorized the desired characteristics of EFL teachers, for example, Park & Lee (2006), Chen & Lin (2009), Shishavan & Sadeghi (2009), Wichadee (2010), Dincer et al. (2013), and Ratanapumma & Anuyahong (2015).

Park & Lee (2006) proposed that the main characteristics of effective EFL teachers include English proficiency, pedagogical knowledge, and socio-affective skills. Chen & Lin (2009) suggested three categories, namely instructional competence, personality, and teacher-student relationships. Shishavan & Sadeghi (2009) categorized the key elements of effective EFL teachers and included knowledge of the language and pedagogy, and the teacher's personality. Wichadee (2010) suggested four desired characteristics, namely English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. Dincer et al. (2013) classified the effective EFL teacher in terms of four categories: socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics, while Ratanapumma & Anuyahong (2015) classified the desired characteristics of EFL instructors into five categories: teaching ability, personality, morality and ethics, assessment, and academic work.

Park & Lee (2006) surveyed the characteristics of effective EFL teachers as perceived by high school teachers and students in Korea. The findings revealed that, based on the three characteristics of effective EFL teachers (i.e. English proficiency, pedagogical knowledge, and socio-affective skills), the teachers perceived significantly different characteristics than the students in all three categories. Korean teachers viewed English proficiency as the most important characteristic of an EFL teacher. In contrast to the students, they viewed pedagogical knowledge as the most important category.

In addition, Shishavan & Sadeghi (2009) investigated the characteristics of an effective EFL teacher as perceived by Iranian teachers and learners of English. They found that teachers and students had different views towards some of the characteristics of an effective EFL teacher. For the teachers, good knowledge of pedagogy was a crucial factor to be an effective EFL teacher, whereas the students viewed that the teacher's personality and the way in which he or she acts towards students are more important. Such findings are in harmony with the study of Chen & Lin (2009), who explored the characteristics of effective EFL teachers according to the perceptions of junior high school students in Tainan, Taiwan. The findings indicated that the teachers' personality and the teacher-student relationships were considered more important than instructional competence. Similarly, Meksophawannagul (2015) investigated the characteristics of effective EFL teachers as perceived by teachers and engineering students. The findings clearly confirmed that EFL teachers and learners had different perspectives. For the teachers, the most important characteristics of effective EFL teachers were organization and preparation. Meanwhile, the students focused more on items related to rapport, such as having positive attitudes towards the students, being helpful and generous, and caring about them.

Conversely, Wichadee (2010) examined the characteristics of effective EFL teachers perceived by Bangkok University students. The research revealed that organization and communication skills were the most important category from the students' viewpoint. Additionally, Dincer et al. (2013) studied the common characteristics of effective EFL teachers. The findings concluded that socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities were the balanced combination of an effective EFL teacher.

The framework of this study has been designed based on Chen & Lin’s research (2009), which presented three main characteristics of effective EFL teachers: instructional competence, personality, and the teacher-student relationships. However, according to the literature review, the researcher found that English proficiency, classroom management, and evaluation and assessment are also important as they were employed in Park & Lee’s (2006) and Ratanapumma & Anuyahong’s (2015) studies. As a result, this study investigates undergraduate students’ opinions of the desired characteristics of EFL teachers, which include five categories: (1) English proficiency, (2) instructional competence, (3) classroom management, (4) socio-affective skills, and (5) evaluation and assessment. English proficiency refers to the teachers’ English ability in four skills: listening, speaking, reading and writing, and other English knowledge such as vocabulary, grammar, and culture. Instructional competence is generally the discipline of providing student-centered instruction, adequate knowledge about the subject matter, being professional, and using various teaching materials including video, audio, Internet, multimedia, and PowerPoint slides. Classroom management refers to the use of various classroom activities. It is also closely related to a teacher’s behaviors such as being on time, walking around the classroom during a lesson, keeping a course challenging and meaningful for the students, and encouraging group work. Socio-affective skills refer to the teachers’ ability to show their enthusiasm about teaching, having a good sense of humor, and spending time to get to know the students. Evaluation and assessment refer to the process of assessing and evaluating the students’ progress, such as informing them about assessment in advance, helping them prepare for tests by reviewing the lessons, as well as being just, transparent, and accountable in their assessment. The figure below is the framework of this study.

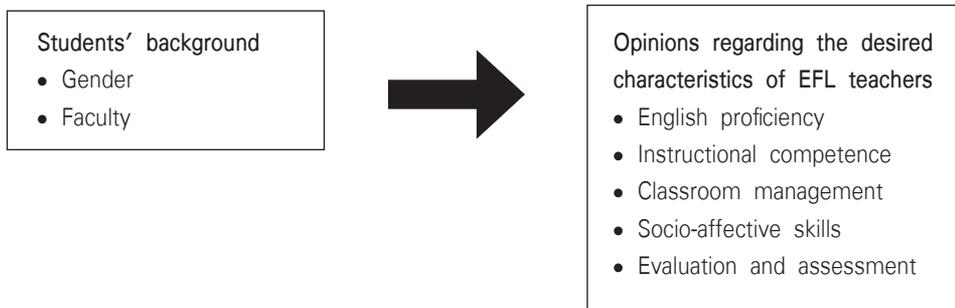


Figure 1 The Framework of this Study

Research Methodology

Population and Samples

The population of this study was 1,179 students enrolled in the course, English for Specific Purposes 2 for which the Faculty of Arts was responsible during the second semester of academic year 2015 at Dhurakij Pundit University in Thailand. The students were from nine faculties, namely Business Administration, Applied Science, Arts, Public Administration, Economics, Accountancy, Information Technology, Fine and Applied Arts, and Engineering.

Research Instrument

The instrument used in this study was an online questionnaire. At the end of the course, the participants were asked to complete the questionnaire concerning their opinions about the desired characteristics of EFL teachers via a link to Google Form where they filled out the questionnaire on their own time. The questionnaire consisted of three parts. The first part concerned the respondents' personal information: gender, and faculty. The second part explored the students' opinions of the desired characteristics of EFL teachers. It was adapted from the concept proposed by Park & Lee (2006), Chen & Lin (2009), and Ratanapumma & Anuyahong (2015). The developed questionnaire was first written in English and then translated into Thai before it was distributed to the participants. There were five categories of EFL teachers' desired characteristics: English proficiency, instructional competence, classroom management, socio-affective skills, and evaluation and assessment. The 34 items in the five categories were in the form of 5-point Likert scale, ranging from 1 (not important) to 5 (the most important). The third part asked for additional suggestions from the students about the desired characteristics of EFL teachers based on open-ended questions. The draft of the questionnaire was examined by three experts specialized in TEFL. The questionnaire was piloted with 50 undergraduate students during the first semester of academic year 2015 at Dhurakij Pundit University and was calculated for proper reliability using Cronbach's alpha coefficients. The values of the five categories were 0.95, 0.94, 0.91, 0.95, and 0.93.

Data Analysis

Each category for the desired characteristics of EFL teachers was analyzed using statistical software. The descriptive statistics used for the data analysis were percentage, mean, t-test, and f-test.

Research Results

1. The Results for the Demographic Variables of Dhurakij Pundit University Students

Table 1 The Demographic Data of the Respondents

Demographic data of respondents	Frequency	Percentage
Gender	1,179	100.00
Male	427	36.22
Female	752	63.78
Faculty	1,179	100.00
Business Administration	439	37.23
Accountancy	211	17.90
Fine and Applied Arts	148	12.55
Public Administration	109	9.25
Information Technology	93	7.89
Engineering	75	6.36
Arts	52	4.41
Economics	20	1.70
Applied Science	32	2.71

The analysis of the data from the student’s questionnaire reported by Dhurakij Pundit University students during the second semester of academic year 2015 was presented in the first section dealing with the students’ demographic data: gender, and faculty. As shown in Table 1, the majority of the Dhurakij Pundit University respondents were female (63.78%). More than a third (37.23%) were studying in the Faculty of Business Administration.

2. Desired Characteristics of EFL Teachers at Dhurakij Pundit University

Table 2 Mean and Standard Deviation of the Desired Characteristics of EFL Teachers Shown in Five Categories

Desired Characteristics	\bar{X}	S.D.	Rank
1. English proficiency			
1.1 Know the subject well	3.80	0.85	1
1.2 Read, write, speak English well	3.69	0.93	4
1.3 Know English vocabulary well	3.71	0.99	3
1.4 Have good knowledge of English grammar	3.56	1.05	6
1.5 Have a correct accent and good pronunciation	3.72	0.96	2
1.6 Know the English culture well	3.59	0.99	5
Total	3.68	0.88	4
2. Instructional competence			
2.1 Prepare lessons before coming to class	4.20	0.76	2
2.2 Explain the purposes of the lesson before teaching	4.14	0.77	3
2.3 Use up-to-date teaching materials related to topics, such as video, audio, Internet and social media	4.09	0.78	5
2.4 Use instructional techniques to motivate students’ interest	4.07	0.82	6
2.5 Give clear explanations in a well-organized way	4.10	0.82	4
2.6 Encourage students’ participation in class	4.22	0.75	1
2.7 Summarize the lesson at the end of the class	4.09	0.80	5
2.8 Encourage students to learn independently	4.06	0.80	7
Total	4.12	0.66	3
3. Classroom management			
3.1 Are punctual in coming to class	4.42	0.69	1
3.2 Create classroom rules and regulations	4.24	0.72	5
3.3 Encourage individual work, pair work, or group work activities	4.36	0.70	2
3.4 Manage instructional time well covering the content in each activity	4.31	0.69	3
3.5 Encourage students to know their rights and responsibilities in class	4.29	0.71	4
Total	4.32	0.61	2

Table 2 Mean and Standard Deviation of the Desired Characteristics of EFL Teachers Shown in Five Categories (cont.)

Desired Characteristics	\bar{X}	S.D.	Rank
4. Socio-affective skills			
4.1 Are attentive and friendly to students	4.32	0.75	4
4.2 Listen to students' opinions	4.25	0.78	7
4.3 Have a good sense of humor	4.24	0.81	8
4.4 Are active and enthusiastic in teaching	4.38	0.70	2
4.5 Are patient and have a good temper when teaching	4.32	0.77	4
4.6 Treat all students fairly and equally	4.35	0.73	3
4.7 Praise students for good ideas or for their effort	4.29	0.73	5
4.8 Are helpful to students inside and outside the class	4.28	0.77	6
4.9 Dress properly	4.48	0.67	1
Total	4.32	0.64	2
5. Evaluation and assessment			
5.1 Inform students about assessment in advance	4.42	0.69	1
5.2 Have an assessment periodically	4.30	0.70	5
5.3 Announce students' exam results within the time frame	4.31	0.71	4
5.4 Are just, transparent and accountable in their assessment	4.40	0.66	2
5.5 Apply the students' feedback to improving teaching	4.31	0.71	4
5.6 Help students prepare for tests by reviewing the lessons	4.37	0.72	3
Total	4.35	0.60	1

As clearly shown in Table 2, the students viewed that evaluation and assessment was the most important category ($\bar{X} = 4.35$), followed by classroom management ($\bar{X} = 4.32$), socio-affective skills ($\bar{X} = 4.32$), instructional competence ($\bar{X} = 4.12$), and English proficiency ($\bar{X} = 3.68$).

When investigating the characteristics in each category, it can be seen that knowing the subject they teach very well was considered the most important "English proficiency" item ($\bar{X} = 3.80$); encouraging students' participation in class activities was considered the most important "instructional competence" item ($\bar{X} = 4.22$); being punctual in coming to class was positioned at the highest mean for the "classroom management" items ($\bar{X} = 4.42$); dressing properly was considered the most important "socio-affective skills" item ($\bar{X} = 4.48$); and informing students about assessment in advance was considered the most important "evaluation and assessment" item ($\bar{X} = 4.42$).

Table 3 Top Five Desired Characteristics of EFL Teachers

Top 5 Desired Characteristics	\bar{X}	S.D.	Rank
4.9 Dress properly	4.48	0.67	1
5.1 Inform students about assessment in advance	4.42	0.69	2
3.1 Are punctual in coming to class	4.42	0.69	2
5.4 Are just, transparent, and accountable in their assessment	4.40	0.66	3
4.4 Are active and enthusiastic in teaching	4.38	0.70	4
5.6 Help students prepare for tests by reviewing the lessons	4.37	0.72	5

According to the top five desired characteristics of EFL teachers in Table 3, it is interesting that they, as perceived by students, fell under the categories of evaluation and assessment, socio-affective skills, and classroom management, while none appeared under the English proficiency or the instructional competence categories. Characteristics such as (4.9) dressing properly, (5.1) informing students about assessment in advance, (3.1) being punctual in coming to class, (5.4) being just, transparent, and accountable in their assessment, (4.4) being active and enthusiastic in teaching, and (5.6) helping students prepare for tests by reviewing the lessons were considered the most important characteristics of EFL teachers.

3. A Comparison of the Desired Characteristics of EFL Teachers at Dhurakij Pundit University Classified by Gender

Hypothesis 1 proposed that students of different genders perceive the desired characteristics of EFL teachers differently. Therefore, a t-test was employed to examine the significant differences between male and female students on their perceptions. The hypothesis was rejected because the results in Table 4 revealed that there was no statistically significant difference found in students' overall perceptions and in the five categories between the two groups of students at the 0.05 level. This means that male and female students were not different in their opinions towards the desired characteristics of EFL teachers.

Table 4 A Comparison of the Mean and Standard Deviation of the Desired Characteristics of EFL Teachers Classified by Gender

Desired Characteristics	Male (n = 427)		Female (n = 752)		t-test	Sig.
	\bar{X}	S.D.	\bar{X}	S.D.		
1. English proficiency	3.72	0.89	3.65	0.87	1.24	0.22
2. Instructional competence	4.13	0.67	4.12	0.66	0.25	0.80
3. Classroom management	4.31	0.60	4.33	0.61	-0.51	0.61
4. Socio-affective skills	4.32	0.61	4.33	0.65	-0.19	0.85
5. Evaluation and assessment	4.35	0.60	4.35	0.61	-0.15	0.88
Total	4.17	0.56	4.16	0.56	0.25	0.81

4. A Comparison of the Desired Characteristics of EFL Teachers at Dhurakij Pundit University Classified by Faculty

Hypothesis 2 predicted that students from different faculties perceive the desired characteristics of EFL teachers differently. The hypothesis was rejected due to the results obtained from applying the ANOVA test in Table 5, which showed that there was no statistically significant difference at the 0.05 level in the overall opinions among the nine groups in terms of their faculties. This means that students from different faculties were not different in their perceptions of the desired characteristics of EFL teachers.

However, when considering each category, the results indicated that there were statistically significant differences found in the categories of socio-affective skills and evaluation and assessment at the 0.05 level.

Table 5 A Comparison of the Mean and Standard Deviation of the Desired Characteristics of EFL Teachers Classified by Faculty

Desired Characteristics	Variance	SS	DF	MS	f-test	Sig.	LSD
1. English proficiency	Between groups Within groups Total	8.756 895.006 903.762	8 1170 1178	1.094 .765	1.431	.179	
2. Instructional competence	Between groups Within groups Total	6.440 510.568 517.008	8 1170 1178	.805 .436	1.845	.065	
3. Classroom management	Between groups Within groups Total	4.339 429.633 433.971	8 1170 1178	.542 .367	1.477	.161	
4. Socio-affective skills	Between groups Within groups Total	9.327 466.025 475.352	8 1170 1178	1.166 .398	2.927	.003*	IT-ARTS, ACCOUNT-ARTS, BA-ARTS, PA-ARTS, SCI-ARTS, ENGI-ARTS, FA-ARTS
5. Evaluation and assessment	Between groups Within groups Total	5.840 423.706 429.546	8 1170 1178	.730 .362	2.016	.042*	IT-ARTS, ACCOUNT-ARTS, BA-ARTS, ENGI-ARTS,
Total	Between groups Within groups Total	4.656 368.293 372.948	8 1170 1178	.582 .315	1.849	.065	

*Statistical significance at < 0.05 level

5. The Results from the Open-Ended Questionnaire

The extra views regarding the desired characteristics of EFL teachers made by 406 of the 1,179 students are summarized as follows.

1. Being attentive, friendly, cheerful, and flexible were considered the most important characteristics of EFL teachers.

2. Regarding evaluation and assessment, it would be better if the teachers informed the students about the assessment in advance. This could help students set their schedules and plan for exams.

3. Effective EFL teachers should create a relaxed classroom atmosphere, encourage students' self-confidence and self-esteem, provide interesting activities and encourage students' participation in class.

4. In terms of communication in the classroom, the students expected teachers to use simple explanations, explain the lessons slowly and clearly, teach step by step, and check the students' understanding continually.

Discussion

This study aimed at exploring the students' opinions regarding the desired characteristics of EFL teachers at Dhurakij Pundit University, focusing on the general perceptions of male and female students from different faculties.

General Perceptions

When all 34 desired characteristics were examined, it can be concluded that the students' opinions on the desired characteristics of EFL teachers at Dhurakij Pundit University overall and for each aspect were at a high level. The students gave more weight to the items related to evaluation and assessment. Characteristics such as informing students about assessment in advance, being just, transparent, and accountable in their assessment, and helping students prepare for tests by reviewing the lessons, were considered the most important characteristics for the students. This might be because the students' learning abilities regarding listening, speaking, reading, writing, grammar, and vocabulary were tested from time to time using continuous evaluation in the form of quizzes, mid-term exams, and final exams. As Jabbarifar (2009) noted, classroom assessment and evaluation are important ongoing learning processes that help teachers motivate students in terms of learning and checking their progress continuously.

However, when only the top five desired characteristics of EFL teachers based on the mean were taken into consideration, it appeared that the students placed the greatest emphasis on (4.9) dressing properly ($\bar{X}= 4.48$). This result was in accordance with Saiki (2006, cited in Sampson, 2016, p.1) in that the teachers' attire had a significant impact on the students' behavior and learning. In Saiki's study, she revealed that "teachers who dressed in a professional manner were perceived by students as being believable, knowledgeable, and qualified." This might be because universities and classrooms are considered institutions that provide an excellent opportunity for character building, and attire the teachers may impact the students' respect for their teachers. Therefore, teachers must give attention not only to the content of the course, but also be more aware of their appearance and attire in the classroom.

In addition, the qualitative findings also confirmed that among the desired characteristics of EFL teachers are that they should be attentive and friendly, helpful both inside and outside the classroom, and they should create a relaxed classroom atmosphere, encourage students' self-confidence and self-esteem, provide interesting activities and encourage students' participation in class, inform them about assessment in advance, and be fair and transparent in providing feedback and grading.

Gender Differences

The second research question attempted to examine gender differences in terms of the students' opinions regarding the desired characteristics of EFL teachers. The results of this study revealed that male and female students were not significantly different in their opinions of the desired characteristics of EFL teachers. This might be because the student-centered learning style is equally promoted for both groups of students. The students have to participate in class activities and the teachers provide students with opportunities to learn independently and coach them in the skills they need to do effectively. This result was in accordance with that of Wichadee (2010), and Ratanapumma & Anuyahong (2015) in that the students with different genders had no differences in the desired characteristics of EFL teachers. However, this finding was not consistent with Chen & Lin (2009) in that gender significantly affected the students' opinions in two categories: personality and teacher-student relationships. Female students placed higher importance on personality and the teacher-student relationship than the male students did. In a similar study, Park & Lee (2006) revealed that the male students demonstrated different characteristics from the female students in terms of socio-affective skills.

Faculty Differences

The third research question investigated the differences in opinions of students from different faculties regarding the desired characteristics of EFL teachers. The results of this study revealed that there was no statistically significant difference in the overall opinions among the nine groups of students in terms of faculty. However, when each category was considered, the results indicated that there were statistically significant differences found in the categories of socio-affective skills and evaluation and assessment at the 0.05 level.

The language program students' opinions on the desired characteristics of EFL teachers were higher than those of the social science and science students; in particular, the students from the Faculty of Arts placed higher importance on the socio-affective skills than the students from other faculties. This might be because the language program students are generally more sensitive to or easier to be influenced by their teacher's socio-affective skills. The students expect the teachers to be attentive, friendly, enthusiastic, open-minded, patient, and helpful. Chen & Lin (2009) stated that the EFL teachers' personalities are often considered as the basic characteristics that help develop good interpersonal relationships between the teachers and the students. In addition, the students in the language program seem to be more motivated to learn a foreign language. They have high expectations regarding the development of the English language skills they will need in the workplace after graduation. This result was in accordance with Wichadee (2010) in that the students' different fields of study significantly affected their opinions of the desired characteristics of EFL teachers regarding socio-affective skills. In much the same way,

Ratanapumma & Anuyahong's (2015) study revealed that students from different faculties had statistically significant differences in their opinions of the desired characteristics of English teachers in all aspects: teaching ability, personality, morality and ethics, assessment, and academic work.

To sum up, if teachers are to be effective they should take into account the students' opinions regarding the characteristics they want to see in their teachers. The findings of the present study can help teachers understand students better and help them to implement behaviors and activities that suit language students' needs and interests and encourage them to get involved more in the English language classroom, as well as create effective teaching and learning environments that are applicable to different groups of students at different levels. When the English language classroom atmosphere is suitable for learning, it creates a positive teacher-student relationship, and therefore the students will be happier and highly motivated. Finally, the students can be successful in their foreign language learning.

Recommendations

1. A study should be done to examine other factors, such as academic year of students, as well as the relative contribution of the private and public university to the desired characteristics of EFL teachers.
2. There should be a study done to compare the desired characteristics of EFL teachers as perceived by teachers and their students.

References

- Arikan, A., Taser, D., & Sarac-Suzer, H. S. (2008). The effective English language teacher from the perspectives of Turkish preparatory school students. *Education and Science*, 33(150), 42-51.
- Benson, L., Schroeder, P., Lantz, C., & Bird, M. (2001). *Student perceptions of effective teachers*. Retrieved March 3, 2018, from <http://www.usfca.edu/ess/sym2001/PDFbooks/naspe/naspep53-56.pdf>.
- Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research*, 10(1), 3-31.
- Chen, Y. J., & Lin, S. C. (2009). Exploring characteristics of effective EFL teacher from the perceptions of junior high school students in Tainan. *STUT Journal of Humanities and Social Sciences*, 2, 219-249.
- Deuter, M., Bradbery, J., & Turnbull, J., Eds. (2015). *Oxford Advanced Learner's Dictionary* (9th ed.). Oxford: Oxford University Press.
- Dincer, A., Takkac, A., & Yazici, M. (2013). Common characteristics of an effective English language teacher. *The International Journal of Educational Researchers*, 4(3), 1-8.
- Husain, M., & Khan, S. (2016). *Students' feedback: An effective tool in teachers' evaluation system*. Retrieved June 13, 2018, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4979299/>
- Jabbarifar, T. (2009). *The importance of classroom assessment and evaluation in educational system*. Retrieved March 3, 2018, from [https://my.laureate.net/Faculty/docs/Faculty%20Documents/INTI%20Conferences/Parallel%20Sessions%204/4C/4C-03-P142%20\(Iran\).pdf](https://my.laureate.net/Faculty/docs/Faculty%20Documents/INTI%20Conferences/Parallel%20Sessions%204/4C/4C-03-P142%20(Iran).pdf).
- Kaur, R. (2012). *Role of 21st century teachers*. Retrieved June 12, 2018, from <http://crsinquisitiveminds.blogspot.com/>
- Markley, T. (2004). Defining the effective teacher: Current arguments in education. *Essays in Education*, 11(3), 1-14.
- Meksophawannagul, M. (2015). Teacher and learner views on effective English teaching in the Thai context: The case of engineering students. *English Language Teaching*, 8(11), 99-116.
- Park, G., & Lee, H. (2006). Characteristics of effective teachers perceived by high school teachers and students in Korea. *Asia Pacific Education Review*, 7(2), 236-248.
- Pettis, J. (1997). Developing our professional competence: Some reflections. *TESL Canada Journal*, 16(2), 67-71.
- Ratanapumma, K., & Anuyahong, B. (2015). Desired characteristics of English instructors perceived by Thai-Nichi Institute of Technology students. *Proceedings of the International Conference on Language, Education and Psychology* (pp. 54-67). Seoul: South Korea.
- Saiki, R. (2006). Communicating effectively: Teaching lessons about dress for the workplace. *Journal of Family and Consumer Sciences Education*, 24(1), 1-13.
- Sampson, E. C. (2016). *Teachers' Perceptions of the Effect of Their Attire on Middle-School Students' Behavior and Learning*. Retrieved June 20, 2018, from <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=3181&context=dissertations>
- Sanderson, D. (1983). *Modern language teachers in action: A report on classroom practice*. York: Language. Materials Development Unit of the University of York.

- Shishavan, H. B., & Sadeghi, K. (2009). Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English. *English Language Teaching, 2*(4), 130-143.
- Stephens, P., & Crawley, T. (1994). *Becoming an effective teacher*. England: Stanley Thorns.
- Wichadee, S. (2010). Defining the effective English language teacher: Students' and teachers' perspectives. In A.M.Stoke (Ed.), *Proceeding of JALT2009 Conference* (pp. 27-35). Tokyo: JALT.