

Qualities of Effective English Language Teachers: Students' Perceptions

**A Thesis Submitted to the Department of English Education
in the Partial Fulfillment for the Master of Education in English**

Submitted by

Damanta Rai

Faculty of Education

Tribhuvan University, Kirtipur,

Kathmandu, Nepal

2024

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DEDICATION

This thesis is dedicated to my loving family, respected gurus and colleagues for their unwavering support, encouragement, and sacrifices throughout this journey. To my parents, whose boundless love and guidance have been my pillars of strength, and to my siblings, whose belief in me never wavered. This work is a tribute to your enduring faith in my abilities and your constant presence in my life.

DECLARATION

I hereby declare that this thesis is my original work and has been completed under the supervision of Dr. Gopal Prasad Pandey at Tribhuvan University. I affirmed that all data, tables and findings presented in this thesis are accurate to the best of my knowledge and have not been manipulated and falsified.

.....

Damanta Rai

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ABSTRACT

The main objective of the study was to explore the perceptions of secondary level students towards qualities of effective English language teachers. I used survey research design under quantitative research approach where open-ended and close-ended questionnaires were used as tools. The population for the survey were 120 students. Similarly, the sample size for open ended questionnaire were 12 students and were selected using convenience sampling procedure. The study found that effective teachers are critical and flexible in their teaching methods. The study also revealed that effective teachers are knowledgeable in pedagogy, fluent in speaking with clear voice and polite in nature. Similarly, the study revealed that effective teachers are honest, friendly and frank with students during teaching learning method. In the same way, the study found that effective teachers are proficient in using teaching methods, assessment tools and technological tools incorporating with the content of text. In addition, the study revealed that the qualities like; personal qualities, pedagogical knowledge, social qualities, intellectual skills, communication skill, technological skills are equally important to be an effective English language teacher.

This research study consists of five different chapters along with references and appendices. The first chapter is related with the introductory part that inserts background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitations of the study and definition of key terms. The second chapter presents about the review of related literature, theoretical literature and conceptual framework. The third chapter deals with method and procedure of the study which includes design and method of the study, sources of data, population, sample and sampling of the study, tools for data collection, procedure for the data collection, data analysis and interpretation procedure and ethical consideration. The fourth chapter depicts analysis and interpretation of the results. The last chapter includes the findings, conclusion and recommendations prepared after analyzing and interpreting data.

TABLE OF CONTENTS

	<i>Page No.</i>
<i>Recommendation for Acceptance</i>	<i>i</i>
<i>Recommendation for the Evaluation</i>	<i>ii</i>
<i>Evaluation and Approval</i>	<i>iii</i>
<i>Dedication</i>	<i>iv</i>
<i>Declaration</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
Chapter I- Introduction	1-8
Background of the Study	1
Statement of the Problem	4
Objectives of the Study	6
Research Questions	6
Significance of the Study	7
Delimitations of the Study	8
Operational Definitions of the Key Terms	8
Chapter-II : Review of Related Literature	9-26
Review of Related Theoretical Literature	9
Theories for Quality English Language Teachers	9
Qualities and Skills of English Teachers	12
Policies Related to the Quality of Teachers	16
Students' Perception of Good Teachers	20

Teachers' Perceptions of Good Teachers	21
Implication of the Review for the Study	23
Conceptual Framework	25
Chapter-III: Methods and Procedures of The Study	27-31
Design of the Study	27
Sources of Data	28
Primary Sources of Data	28
Secondary Sources of Data	28
Population, Sample and Sampling Strategy	29
Tools for Data Collection	29
Data Collection Procedure	29
Data Analysis and Interpretation Procedure	30
Ethical Considerations	31
Chapter-IV: Analysis and Interpretation of Results	32-54
Analysis and Interpretation the Perception of Students	32
Pedagogical Knowledge of Teachers	32
Communication Skill of Teachers	34
Personal Qualities of Teachers	36
Technological Skill of Teachers	38
Social Qualities of Teachers	40
Competencies for Effective English Language Teachers	42
Intellectual Skill of Teachers	44
Analysis of open-ended questionnaire asked to the students	46
Students Perception on Quality/Effective English Language Teachers	47
Qualities of English Teachers	48

Personal Characteristics of an Effective Teachers	48
Techniques and Strategies Used by Teachers	49
Collaboration and Encouragement of Teachers	51
Importance of Communication Skill of Teachers	52
Suggestions for the Improvement to beEffective English Teachers	53
Chapter-V: Findings, Conclusion and Recommendations	55-64
Findings of the Research	55
Perceptions of Secondary Level Students on Effective English Teachers	55
Crucial Qualities of Effective Language Teachers	56
Pedagogical Knowledge of Teachers	56
Communication Skill of Teachers	57
Personal Qualities of Teachers	58
Technological Skill of Teachers	58
Social Qualities of Teachers	59
Competencies for Effective English Language Teachers	59
Intellectual Skill of Teachers	60
Conclusion	60
Recommendations	61
Policy Related	62
Practice Related	62
Recommendations for the Future	63

REFERENCES

APPENDECIES

List of Tables

Table 1 Pedagogical Knowledge of Teachers	33
Table 2 Communication Skills of Teachers	35
Table 3 Personal Qualities of Teachers	37
Table 4 Technological Skill of Teacher	39
Table 5 Social Qualities of Teachers	41
Table 6 Competencies for Effective English Language Teachers	43
Table 7 Intellectual Skill of Teachers	45

Chapter - 1

Introduction

This chapter consists of background of the study, statement of the problem, objective of the problem, research questions, significance of the study, delimitations of the study and definition of the key terms.

Background of the Study

English has been recognized as widely and commonly used language to connect the world. English has been playing crucial role in international trade, technology, education, entertainment and many other aspects of social life. English is the official language of many international organization like UNO, NATO (Shrishthy, 2023, p.116). Perhaps as many as two million words and of the noblest bodies of literature can be found in English literature. One in every seven human beings can speak it. More than half of the book and three quarters of international mails are in English (Harmer, 2007, p.13). For this sense, English is a language medium to connect the world in one small village. It is principal language for international communication and gateway to this modern and scientific era. Due to the notion of globalization, rapid growth of science and technology, wide employment market, English language has been gaining the high interest of all the people.

In the context of Nepal, English language has been emphasizing and flourishing rapidly because of increasing international relation with the concept of global village. Therefore, everyone wants to perform well in English language and for this, parents are demanding the medium of instruction in English. Understanding the significance of English language, education system of Nepal has been emphasizing English language. The first English language education opened to the people in 1951 A.D. (Bista, 2011, p.1). Students almost in every discipline, need to read English.

English has been taught as a compulsory subject from grade one to bachelor level since 2003 A.D. (Neupane, 2021, p.14).Some schools have been implementing English medium instruction since the very first.

A school is an educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers. There are different types of schools based on their certain characteristics and their operating system. Mainly the schools in Nepal are broadly categorized into two major types:institutional schools and community schools.

Institutional schools in which all the responsibilities are taken by the particular person, shareholders or institutions. The intervention of government does not take place in these types of schools regarding the structuring the fees, designing curriculum, selecting teachers and functioning schools. Institutional school means a school which has received permission and approval without receiving regular subsidy from the government (Formation and Management Procedure of School Management Committee 2076). Similarly,institutional schools mean those schoolsthat have obtained approval or permission for operation on condition that they are not receiving regular grants from Government of Nepal (Education Act, 1971). Only certain rules and some criteria are made by the governments for the conduction of institutional school. Thus, it is called private schools. “Institutional school is an independent school supported wholly by the payment of the fees.” (Oxford Dictionary 2nd edition). On the other side, community schools, also named as public schools are the types of schools that are supported by the local, state and federal governmental funds. Community school means a regularly subsidized government school and permitted and approved by local, state and federal government for the operation of school (Formation and Management Procedure of School Management Committee 2076).

Likewise, community school means those schools that have obtained approval or permission and receiving regular grant from Government of Nepal (Education Act, 1971). They are guided, directed and managed by the governments regarding curriculum design, selection of teachers. The main purpose of community school in the context of Nepal is to provide quality education with low cost. Therefore, community schools have been teaching using various methods and techniques. English language also becomes an important subject to make students capable and skilled. For this, school needs qualitative and effective English language teacher with various characteristics. Due to the demand of global market community schools have been implementing English as a medium of instruction. Community schools have been emphasizing EMI to make students capable and skilled for the global market. Both community and private schools have been playing important role for the improvement of educational condition of Nepal.

Teachers are taken as the major source of authentic knowledge of their specific subject matter. Likewise, English teacher has the crucial role to impart knowledge regarding English language and its usage. My experience also portrays that only effective English language teacher can help to learn English properly. When I was a student in secondary level, teacher used to teach Compulsory English in Nepali and we, students also used to be happy because only speaking in English was impossible which created fear on us. We thought that teacher who taught English in Nepali language was good teacher, teacher who did not force students to speak in English was effective teacher. Later on, when I started to study in intermediate (plus two) level then only I understood that effective English language teacher has various characteristics because I decided to select English as my major subject and teachers started to speak in proper English. I felt difficulty at first because of previous concept

but later I was habituated and teachers taught about importance of English and English language teachers. “Proficient in speaking skill, honest, flexible, critical are the features of effective English language teacher. Native like accent, love for the subject matter, personality of teacher, child-friendly techniques, encouraging nature of teacher are some qualities that are required to an English teacher.”(Pandey, 2020, p.108-113)

Therefore, schools are the sources where students can learn English language. English language is a lingua franca and it should be learnt for the coordination and connection to the world. For this, teachers play vital role. Teachers need to be conscious and competent regarding the teaching and learning English language. Institutional schools have been implementing English medium from the first and community schools have also started to focus English language and started to implement EMI. This ultimately made English to be used as a medium of instruction in schools and arouse interest of the government.

Statement of the Problem

Teacher is the person who imparts knowledge for the students. Teaching is a very personal activity and also a very competitive field. Therefore, selection of teachers needs proper concern and procedures. Every individual teacher has different attitudes towards teaching. While talking about English language teacher, school and students should be more concerned because teaching foreign language is not easy job. A teacher needs fluent English speaking with intellectuality. Though teachers hold different attitudes and views about the teaching English, some common features can be there considered by the students as the effective English language teacher. “Effective English teachers are categorized differently in different places. Teachers

should form close interrelationships with the students, and the classroom process should foster independence and creativity in students.” (Pandey, 2023 p. 1200)

There are mainly two kinds of schools in the context of Nepal to provide quality education. They are community school and institutional schools. Teachers for community schools, are selected by the Teacher Service Commission through different procedures of examination. Though the teachers are selected by the governments, but the question is whether they are capable to make learning environment enjoyable and effective. Similarly, students may perceive effective teacher on the basis of their ability and convenience. Therefore, only the characteristics that are enlisted from different theories such as Human Capital Theory, Pedagogical Content Knowledge and policies such as Education Act, Teacher Competency Framework, Teacher Service commission may not be sufficient and applicable for the real context of community schools. Quality of education indicates effectiveness, proficient and excellence of educational experience provided to students and this is possible with the coordination of administration, teachers, environments of schools and infrastructures. Teachers are the most important part of the school because the future of the students determines in their hands. Therefore, all the schools should be very conscious and aware while selecting teachers. Community schools have their own strategies for the selection of teachers however they should understand the perception of students too. Only competent English language teachers are capable to provide knowledge properly and effectively. Community school has specific criteria for the selection of teachers but only the selection procedure might not select the appropriate teacher for the students. So, community schools should select teachers properly using the criteria of government and addressing the demands of students because they may have few preferences about their English language

teachers. However, there is a lack of comprehensive understanding regarding the specific qualities and features that community school students prioritize when evaluating and selecting English language teachers. Realizing this fact, the researcher attempted to carry out research to find out the characteristics that are preferred by secondary level students on the effective English language teachers in community schools. The researcher was interested to know the real perception of students about the effective English language teacher because they may have different opinions and preferences. Students should be conscious about their English language teacher because they are directly connected and linked with the teachers. For this, the researcher had tried to explore students' perception and their desire about the features that should possess by English language teachers. And also, the researcher had her own experience regarding effective English language teacher so, the researcher wanted to know whether the students of present scenario prefer the same or not.

Objectives of the Study

The objectives of this study were as follows:

-) To explore the perceptions of secondary level students towards effective English language teachers.
-) To identify the key qualities that are considered crucial to be an effective English language teacher.

Research Questions

The following research questions were used to elicit the information from the participants to address the objectives of the study:

- a) What are the general characteristics that students perceive as important to be an effective English language teacher?

- b) What are the qualities that secondary level students seek on English language teachers?

Significance of the Study

This study will be of greatest interest for the community school's administration, teachers, students, education policy makers, curriculum designer and other individuals who are directly and indirectly related to teaching and learning activities at community school. Similarly, the study will be significant to find out the preferences of community schools' students on the quality of English language teachers which will help to novice teachers to generate their quality and characteristics to enter into community school. The selection process of the teachers has similar to all the community school of Nepal but the capacity and knowledge of teachers vary from person to person. Therefore, this study will be significant to study the perception of students towards their preferences about the qualities of effective English language teachers.

The community schools can generate common guidelines and criteria from the findings of the study. In the same way, this study will be fruitful for the professional development of English language teacher who are working at community schools. This research can be effective guideline for Teacher Service Commission to make proper guidelines and strategies for the selection of teachers. It can help policy makers to emphasize the qualities of teachers based on pedagogical knowledge not only academic qualification. This study will help to develop the pedagogical, attitudinal, intellectual and overall features to become a teacher. It will help to organize programs for the professional development of teachers based on the above-mentioned features. Students will also get benefit from this study and be aware about the effectiveness of

their English language teacher. Similarly, the findings of the study will be guidelines for further study.

Delimitations of the Study

This research had following delimitations due to the nature of research questions;

-) The area of study was confined to Deumai Municipality of Ilam district.
-) Students of secondary level from four community schools of Ilam were selected using convenience sampling procedure.
-) In the study, only community school's students' perception towards the effective English language teacher was focused.
-) This study was conducted only under the English language scenario/environment.

Operational Definitions of the Key Terms

The following key terms were used in my study so, the operational meaning of the terms is as follow;

Community school: A school founded, conducted and maintained by the government.

English language teacher: A person who teaches, especially in community schools.

Perception: Ability to become aware or conscious of someone.

Effective: Successful in producing a desired and intended result.

Quality: The standard of something as measured against other things of similar thing.

Chapter - 2

Review of Related Literature and Conceptual Framework

This chapter consists of the detail description of reviewed works and their implications on the study. In the same way, the theoretical concepts and conceptual framework were also inserted under this chapter.

Review of Related Theoretical Literature

The theoretical literature is a theory that can be applied to interpret and understand information in my study. It provides the foundation to find out the area of problem. Therefore, this section consists the theories, purpose of using them and contribution of those theories in my study. Different theories can be used to make my study more reliable and contextual. In order to provide a strong theoretical base to my study, different theories had been dealt and described throughout the study. This review encompasses various theories and models that examine the factors influencing teacher quality and performance.

Theories and Models for Quality English Language Teacher

Human Capital Theory. Grey Becker and Theodore Schultz carried out the notion of Human Capital theory in 1960s. Human capital theory is a loose term that refers to the educational attainment, knowledge, experience and skills of an employee. This theory studies about the worker's experience, skills which includes factors like education, training, intelligence, skills, health and other thing employers' values such as loyalty and punctuality (Ross, 2023).

I used the Human Capital theory in my study because human capital and intellectual are treated as renewable sources of productivity. This theory provided guidelines to observe the perception of students about effective English language teacher based on the teacher qualifications, such as degrees, certificates and teaching

experiences. It emphasizes the investment in human capital to enhance educational outcomes. This theory helped my study to analyze the preferences of students from community school related with the teacher qualifications, experience and so on.

Pedagogical Content Knowledge (PCK) Model. Pedagogical Content Knowledge was first introduced by Shulman in the 1980s. It is defined as the integration of pedagogy and content which basically covers the ‘what’ and ‘how’ of teaching. The reason why Shulman introduced PCK was because teaching career is often perceived as a non-professional career when compared to careers like lawyer, doctor and engineer (Van, et.al.1998). Similar to teaching, PCK is also complex, difficult to define and articulate by the holders, thus, researchers often face great difficulty in capturing and documenting it (Laughran, 2004). PCK model helps to explore the interaction between subject matter, knowledge and pedagogical knowledge of the particular teacher. PCK model was used in this study to know the perceptions of community school’ students on the quality of effective English language teacher being based on their subject matter knowledge, experience, personal learning history, beliefs, conception and so on. It helped to explore the qualities of teachers based to their knowledge on content and ways of transferring them towards students. Basically, the development of PCK model is perceived as the integration of subject matter knowledge and pedagogy knowledge (Marks,1990) and as a synthesis from the simultaneous development of the various domains (Van, et.al.1998). Therefore, this model helped to find out secondary level students’ perception being based on the taxonomy of PCK model. Students might focus on the combination of English language proficiency and teaching strategies to ensure effective language instruction. They might desire the teachers who have competent knowledge on subject matter and the methods of imparting them effectively.

Technology Acceptance Model. Technology Acceptance Model was firstly introduced by Davies in 1989 which has been one of the most influential models of technology acceptance. This theory was used to investigate the factors that influence the acceptance and use of technology in education (Granic & Maranganic,2019). Due to the rapid growth of science and technology, teacher's quality has also been changed. English language teacher should have the knowledge and skills regarding technology to explain the technical terms and connect the students into this scientific era. Technology acceptance model plays significant role on the quality of English language teachers because almost all the scientific discoveries have been made by foreigners. Therefore, teacher should have the quality of technology-based knowledge to connect students into this global village. Perceptions of students regarding the integration of technology in English language instruction can be examined through this theoretical framework to understand the impact on teacher quality and student outcomes. Some schools may encourage and provide resources for interactive online platforms, language learning applications or multimedia resources. So, for this purpose teacher's quality might be determined by the technology acceptance method and students might look the capacity of effective, fluent English teacher with proficient technological ability with in them. This theory helped as a medium to analyze the quality of teachers whether they are familiar with technological tools or not.

Pedagogical Approach Theory. A pedagogical approach is an entirely unified way of looking at teaching. It takes a majority of elements from one of the overall approaches to pedagogy such as behaviorism, constructivism or liberationism and applies such approach to all aspects of teaching. Pedagogy improves the performance of teaching accompanied with theories and practices that shape it (Shing, et. al,2015).

It directly links the act of teaching with culture, structure and mechanisms of student or learner control. It may also refer to the process by which teaching activities, interactions and assignments are structured in accordance to ideas that develop out of theories. Various methods and approaches such as Grammar Translation method, Communicative approach, Task-based Learning method etc. can be used for the effective language teaching (Jarvis, p.2002). Students may also have some preferences regarding the pedagogical approach followed by English language teachers. They might want teachers who make them learning with playing. Students may prioritize, believing them to be the most effective for English language acquisition. Conversely, others may emphasize communicative approaches that encourage students to actively engage in conversations and develop practical language skills. It was important to critically evaluate the impact of these preferences on the quality of teaching and student's language proficiency. Therefore, this theory was helpful to know the student's opinion towards the quality of effective English language teacher on the basis of their pedagogical competence.

Students' preferences undoubtedly impact the quality of English language teachers because students and teachers are the sides of the same coin. The results and discussions were carried out by critically examining the community school's students' perceptions on the quality of effective English language teachers using above mentioned theories and model. The theoretical review was the guidelines for the completion of the overall research.

Qualities/Skills of English Teacher

Quality teachers is said to be the most important factor influencing learner outcomes. Teachers are the important part of schools because most of the responsibilities of students and their learning process depends upon the capacity of

teachers. Teachers who are committed to students and learning, treat students equitably, recognize individual difference and account for the differences in their practice are taken as quality teachers. Adaptability, empathy, patience, free of bias, energetic, enthusiastic, disciplined, intellectual, knowledgeable etc. are some of the qualities that are needed to be a good teacher. The above-mentioned qualities can be described as below;

Social Qualities. A teacher is taken as the model for the students as well as society so teacher should perform properly and appropriately. For this, a teacher should have different qualities and those qualities are categorized into different part such as social quality, personal quality and so on. Social skills as the level or degree of personality, where a person demonstrates personal social knowledge and ability to manage social interaction (Hogan and Shelton,1998). Social qualities are an ability of teacher who can coordinate and cooperate properly with the students and society. Some qualities that come under social quality are the skills of communication, listening, collaboration, adaptability, empathy and patience. The teachers who have social quality can build mutual relationship with students, parents and colleagues and they appreciate for the students' academic achievements and success. Students may seek teachers focusing the social abilities of a person so, my study had conducted using this theme.

Personal Qualities. Every individual has different characteristics on the basis of attitude, skills and experience. Personal qualities determine our characteristics and personality and reflect who we are. Personal qualities are typically defined as descriptions of people in terms of relatively stable patterns of behaviors, thoughts and emotions (McCrae & Costa,2003). Teacher should possess different personal qualities such as enthusiastic, honest, hardworking, patient, compassionate, discipline

respectful and so on. Whether institutional schools focus on these qualities or not will be find out referencing this theme. This helped me to understand the preference of students about the personal qualities of English language teacher while selecting them.

Qualification of Teacher. Teaching is one of the major duties of teacher, and educating pre-service teachers for the challenging school environment is as important. Traditional approaches in educating student teachers are criticized for disconnecting from the reality (Mak,2016). Therefore, qualification of a teacher refers to academic criteria that enables a person to become a teacher at different levels of education. It also relates to the acquisition of relevant knowledge, skills and competence and creativity needed for quality productive engagement in the teaching profession. Different qualifications are required while entering into teaching profession. Qualification should be related with specific subject related. Therefore, education faculty with the major English subject is compulsorily required to become an English teacher. This theme helped me to explore the opinions of students about their concern regarding qualification.

Communicative Skill. Teaching is the combine process of reading, writing, speaking and writing and for the effective teaching learning activities teacher and students need to exchange their ideas and have interaction to understand the topic practically and clearly. Due to this reason, communication skill is important for the teachers. It is believed that teacher with good communication always make things easier and understandable. Effective communication skills are really important for a teacher in transmitting of education, classroom management and interaction with students in the class (Khan, 2017). Teaching is not only related about knowledge of teachers because some knowledgeable teachers also find to be performing poor due to

the lack of communication skills. Communicating with students allows a teacher to perform his/her job well with positive results. According to Muste, (2016) communication skills develop the area of vocabulary, critical thinking, non-verbal skills, networking skills in group, information search skills and so on. To sum up, communication skills is a way of transforming the boring classes into interesting one with positive results.

Intellectual Skills. Intellectual skills refer to the way of thinking and problem-solving used by the teachers. In other words, this is the ability to think, remember, learn and reason. Verbal comprehension, reasoning, analysis, critical thinking, metacognition, creativity are the components of intellectual skills (Donald, 1985). Teacher should have the ability of decision making, problem solving and skills of research to make effective teaching process. Intellectual skills help to overcome with any educational issues that might occur during teaching process. So, students may want their teachers intellectual and knowledgeable.

Pedagogical Skills. One of the main qualities of teacher is related with pedagogical skills. Pedagogical skills refer to the ability of any teacher to instruct students and manage their classroom. If teachers have adequate pedagogical content knowledge as they are able to integrate their understanding by combining subject matter, content, instructional methods and students' characteristics (Mohamad, 2012). There different pedagogical skills which can be applied by teachers to teach effectively. Managing classes, effective content teaching, massive use of pedagogic approaches is required to be followed by the teachers. Pedagogical skill is one of the major qualities for a good teacher.

Technological Skills. The present world is the world of science and technology. Due to the development of science and technology the notion of global

village is becoming possible. For this, educational institutions play significance role.

Beliefs towards technology use can be defined as a certain feeling showing if a teacher believes s/he has skills to integrate technology (Hey & Brush.2007).

Therefore, teacher should have the knowledge related with modern technology and its implication. It helps to interact with the digital world around us. Teachers who have technological knowledge are directly and positively affected their beliefs and usefulness (Dogan, 2020). Using Microsoft, preparing presentation file, using email, using digital content etc. are the basic skills that are needed for any teacher.

Policy Review on the Teacher Quality

Education Act (2003). Education Act has presented different guidelines and policies regarding the appointment of teacher in community school. According to Section 1 and stipulated in Section 57(j), a teacher should be successfully trained and qualified from a recognized training institution, or have been licensed by the director of Education to teach at the respective level. Various stepwise procedures are conducted for the appointment of teacher. Written, skill and oral examination should be given to be a teacher of community school.

Ministry of Education and Sports (2005). MOE and Sports has approved to ensure recruitment of qualified, competent and committed teachers in the teaching profession. Ten months teacher preparation course to teach lower secondary level students, teaching license of the related subject, equivalent qualification are the requirements that most have a teacher. Similarly, the disadvantaged groups should be given more priority. Nowadays, most of the teacher selection process has been localized. Therefore, local government has the authority to select teacher following the guidelines presented by the ministry. This rule was illustrated by MOE and Sports (2005). Local Self Governance Act (LSGA) and Education Act had brought this rule.

Employment Act (2006). Employment act had published some guidelines for the selection of teachers in schools. According to this act, a person should have sound mind, health and integrity. Different acts along with the supervisions related to recruitment of teachers in community schools has been inserted in the policy of Ministry of Education and Sports. Ministry prefers good character with intellectuality and required academic qualification of a teacher.

School Sector Reform Plan (2009-2015). School Sector Reform Plan was a long-term strategic plan which was proposed by the Government of Nepal, Ministry of Education. According to this strategic plan, female, Dalits and other disadvantaged groups will be prioritized while selecting the teacher. Equivalent qualification of teacher is mostly focused by SSRP. Similarly, at least one year Teacher Professional Course (TPD) is the most in addition to the minimum academic qualification. SSRP made policies to make equal qualification of all the people in the field of teaching profession.

School Sector Development Plan (2016-2023). The Government of Nepal, has developed the follow-on School Sector Development Plan (SSDP) for the seven-year period of mid- July 2016 to mid- July 2023. The SSDP mainly focuses on the three pillars of access, inclusion and quality of education. Quality of education is possible with number of components, among them, teachers play vital role for ensuring quality education. With an investment of around 70% of the total SSDP budget, teacher salaries are considered as the prime resource to establish quality education. SSDP has different strategies to enhance teacher professional development. SSDP focuses on qualification, professional competencies, pedagogical knowledge, collaboration with students to become an effective teacher. Similarly, the plan has focused to revise the minimum qualification of teachers as 12 class for basic level

teacher and master's degree for secondary level students. And also, one year course of teacher preparation for both level teachers are required. This plan has categorized teachers as beginner, experienced, master and competent. SSDP emphasizes career-based programs to mitigate gap between education and employment of teacher. The plan presents strategies about selection, recruitment, appointment of teacher with the procedure of licensing. The plan has also presented about the authority of Teacher Service Commission under local, state and federal government for the recruitment of effective teacher. To sum up, the plan presented various strategies for the selection of teachers and development of teachers' professional, personal and pedagogical qualities.

Teacher Competency Framework (2071). Government of Nepal, Ministry of Education has carried out Teacher Competency Framework in 2071 B.S. Teacher Competency Framework has aimed to make effective teachers by their teaching experience and self-evaluation. This is a common core outline which inserts core competencies under broad competencies area. The framework has mainly categorized the competencies based on knowledge, skill and attitude and presented them in eight competencies.

The first one is Knowledge based competencies which includes perfection in content, up to date with contextual and relevant area, generate new knowledge related to the subject matter, present and use learning theories, learning outcomes covered in the curriculum and so on. In the same way, ability of understanding child psychology, and developmental condition, knowledge construction and learning process in learners, construction, development and management of student assessment tools, knowledge and skill about educational plan, unit plan, lesson plan, use of appropriate

learner-centered teaching methods are the qualities that should have within a teacher which have suggested and directed by the framework.

Another competency is related with skill and performance of teachers where teacher should have the ability to present subject matter in a simple manner, ability to analyze modern knowledge according to local environment, ability to use supplementary materials and technology, ability to use adaptive teaching strategies to enhance student learning and so on. Selection of activities focusing on child psychology, selection ability of local curriculum, developing and implementing skills of remedial teaching plans and assessment tools, managing inclusive and multilingual classroom are the features that an effective teachers should possess. The third competency is attitudinal competency which inserts ability to discover new subject matter, aware and conscious about student achievement, passionate about profession, encouraging ability to think critically. Similarly, attitudinal competencies include the characteristics of a teacher such as; regularity, punctuality, respectful manner, creative, collaborative, enthusiastic, loyal towards profession, impartial, accountable, responsible, open-minded, non-political behavior, searchful, confident etc. To sum up, the framework has become the guidelines for the selection of teachers and professional development of them.

School Education Sector Plan (2022-2032). The Government of Nepal, Ministry of Education, Science and Technology has developed School Education Sector Plan (SESP) which has the time period of 2022-2032. The plan has objectives to ensure equitable access of education to all the citizens, to enhance quality education with the effectiveness of education. The plan has talked about teacher and their competencies regarding professional development and also, it has focused on teachers' competencies and motivational levels to enhance quality education.

According to SESP, it is essential to develop professional attitude, diligence and accountability in teachers by enhancing quality education. The plan has presented qualification, professional competency, motivation, commitment and accountability are the key pillars of effective teachers. Similarly, the framework has presented a few parameters of measure for the selection of competent and effective teacher such as; subject-specific knowledge, positive attitude towards teaching profession, moral values, sense of responsibility, sense of service etc. The plan has focused to enhance quality teacher conducting various programs and training that enhance the professional development of teacher. To sum up, the plan has emphasized quality of teacher presenting the features to become a teacher, government system and selection procedure and its continuous professional development.

Students Perception on Good Teachers

Various studies have been carried out on the perception and preferences about the quality of English language teachers in different contexts such as national and international contexts. Every researcher needs to observe the fundamental background of the related topic and major findings of the past researchers. Therefore, I have reviewed some of the major research works which are related my study.

Zamani (2016) conducted research entitled “Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English” aimed to characterize and investigate qualities of an effective English language teachers perceived by Iranian English language learners. A questionnaire which was based on four categories including English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills was administered to sixty foreign language learners at Azad University of Tabriz. The results showed that teachers’ ability to build students’ confidence, ability to develop proper relationship with

students, ability to maintain discipline in the classroom as the most important points. The findings of the study are applicable for language teacher to know more about the perceptions and opinions of the students about themselves.

Sundari (2017) had carried out research entitled “The Qualities of an Effective English Teacher; University Students’ Perceptions” to investigate and describe the qualities of an effective English teachers based on the perception from university students. The research was carried out by descriptive qualitative methods. Sixty-three students from English Education Department at Indraprasta PGRI University Jakarta were the respondents who took YEFL classes on semester six. Closed ended and open- ended questionnaire were the tools for data collection for the research. Mainly, the research found some qualities for effective English language teacher. The analysis of data found some areas related to content knowledge, pedagogical knowledge, communication and socio- affective skills and personality of English teacher. Moreover, the results also revealed the respondents’ perception of their learning experience in English as well as teaching expectations as prospective teachers.

Teachers’ Perception on Good Teacher

Maria and Jari (2013) carried out research entitled “Comparison of Nepalese and Finnish Teachers’ Perceptions of Good Teaching.” The study aimed to compare the Finnish and Nepalese teachers’ perceptions of what makes a teacher good and how teaching can or should be organized for optimum positive impact. The perceptions of the Finnish teachers are done mainly by reviewing Finnish research literature. The perceptions of the Nepalese teachers were acquired by a focus group interview of 14 English- Nepali and Mathematics teachers in Kathmandu and by using the information of the teacher’s background information questionnaire collected from 1161 teachers in National Assessment of Student Achievement 2011. The findings of

the study revealed that Finnish teachers' basic qualities seem to be at the top of any world scale. Pedagogy and teaching have been found studied widely by Finnish teachers. The study showed that the quality of a good language teacher includes among others, linguistic skills, good grammar skills in the Nepalese language, clear punctuation, the skill to tell stories and a clear voice. The study presented some of the English language teacher between Finnish and Nepalese teachers.

Ibrahim (2015) carried out research entitled 'Characteristics of a Good EFL Teacher'. The main objectives of this study were to compare Omani school students' and teachers' perceptions of the characteristics of good English as a foreign language (EFL) teacher in the Omani context. For this, 171 Omani students and 233 English teachers were the respondents who responded to a seven-category, 68 item questionnaire utilizing a 4-point Likert-type response key. Descriptive statistics and t-tests were used to determine perceptions of good teacher characteristics and differences between students' and teachers' responses. Results revealed that Omani students and teachers generally agreed about the importance of all characteristic categories with those related to English language proficiency and treating students equally being of special importance. Participants also agreed that knowledge of Western culture/s and use of technology were relatively unimportant implications of these findings for EFL teaching in Oman.

Pham (2022) carried out research entitled "What Makes a Good EFL Teacher: A Reference for Language Teacher Education". The study aimed to examine qualities of a good English as a Foreign Language Teacher (EFL) teacher perceived by English language teachers and EFL students at a Vietnamese University. The study tried to investigate how teachers and students perceived the qualities of a good EFL teacher and differences in teachers' and students' views on these qualities. Twenty-two

teachers of English and 80 English majored students were the participants where the researcher conducted mixed-method research. The findings of the study revealed that both teachers and students perceived knowledge of language teaching as the most considerable. The results also revealed that teachers showed a slightly higher appreciation than students towards the qualities of a good EFL teacher. The findings of the study suggested that EFL teachers should focus more on enhancing their teaching methodology to meet objectives. And also, it suggested to provide a reference and standards for language teachers, teacher trainers and policy makers regarding EFL teacher training programs in every educational institution.

Altheyab (2023) has conducted research entitled “Secondary School Teachers’ Perceptions of the Qualities of Effective EFL Teachers in Saudi Arabia” aimed to investigate the qualities and explore the relationship between teachers’ experiences and perceptions. A survey research design was used with data collected through a five-point Likert-scale questionnaire. Regarding this, 138 Saudi Secondary school’s male teachers in Riyadh were the population for the study. Descriptive analysis and an-independent t-test were conducted for the data collection. The findings revealed that effective EFL teachers possess various qualities in personal quality, attitude, pedagogical knowledge, subject matter knowledge and classroom practice. The findings also revealed all the significant qualities for the teachers.

Implications of Reviewed Literature

Literature review is a form of document analysis which guides the research objectives and findings of a researcher. Therefore, my major concern in the literature review was to examine and evaluate what has been studied before about the topic. The information that I collected in literature review helped me to focus on my research

objective, methodology and its interpretation and also it helped me to find out the gap between previous document and my study.

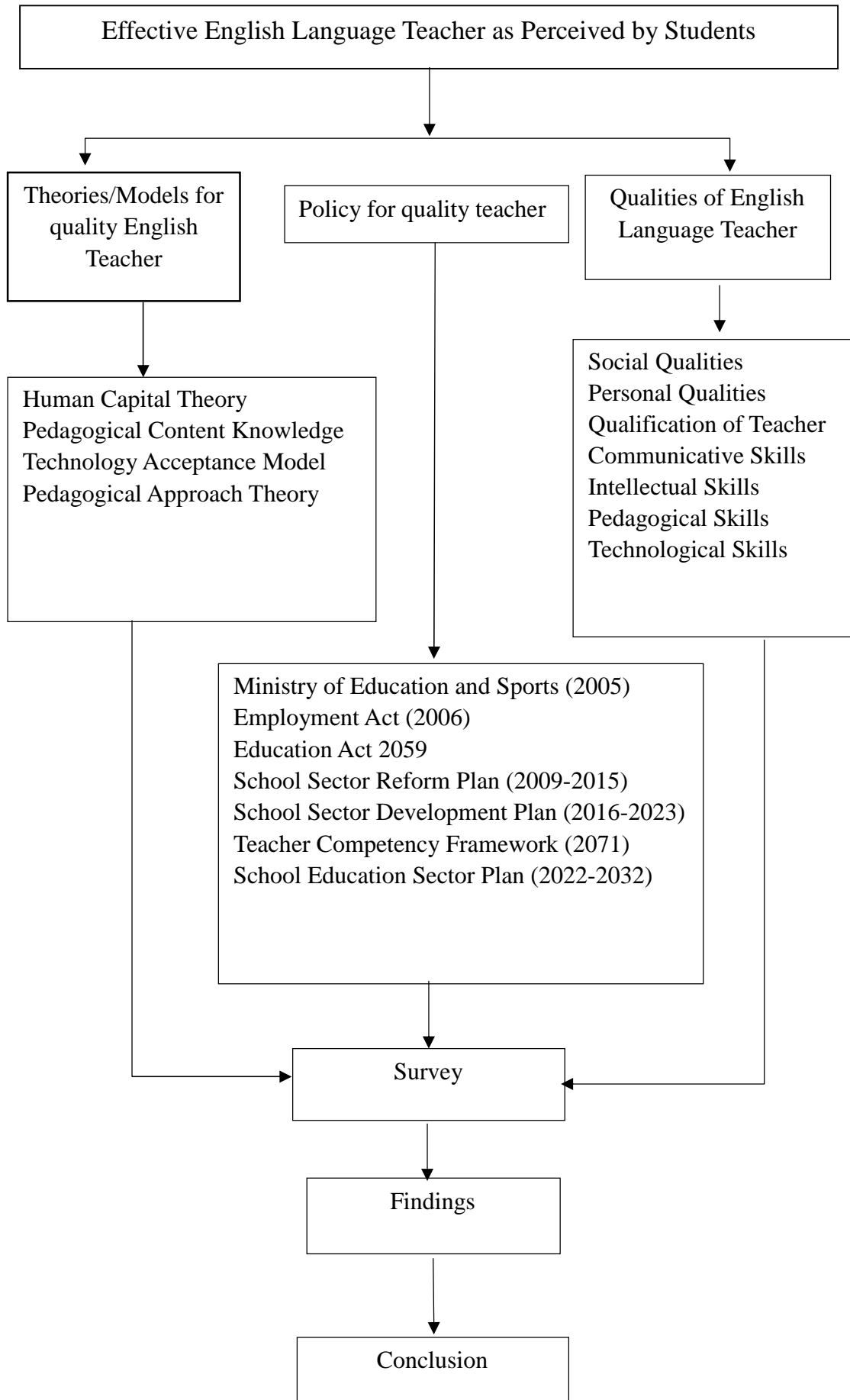
After reviewing journals, articles and dissertations authored by different scholars such as Sundari (2017), Zamani (2016), Maria and Jari (2013), Pham (2022) and so on. I got ideas to generate objectives of my study. They provided reference of national and international scenario regarding good teachers. Literature review helped me to make more specific and objective to my study. All the books and articles that I reviewed, presented different perception about the quality of teachers. The articles of international authors provided me an opportunity to understand the system and their process of teacher selection such as Altheyab (2023) presented about the qualities of EFL teachers in Saudi Arabia.

Similarly, theoretical review helped me to develop the research questions of my study. Theories such as Human Capital Theory, Technological Acceptance Theory, Pedagogical Approach Theory provided guidelines for the further research. Theoretical review clarified the basic and broad concept about the perception of students toward effective English language teachers. Theoretical knowledge provided knowledge about the theories and guidelines to study about quality of English language teacher whereas empirical review assisted to understand the broad scenario regarding preferences on the quality of English language teachers. Policies such as Teacher Competency Framework, Education Act, School Sector Education Plan helped me to understand the strategies that have been implementing for the effective and competent teacher selection. The policies made me clear about their strategies regarding teacher and their characteristics. The policies informed about the qualities of teachers related to qualification, pedagogy, knowledge-based proficiency, attitudinal proficiencies, training of teacher and so on. Furthermore, both theoretical as well as empirical

review supported me to find out research gap, to fix the design of research, to generate research objectives and question and also to determine tools, method of data collection.

Conceptual Framework

Conceptual framework means the mental image of the process of what will be done in the research. The main function of conceptual framework is to show the relationship between various concepts and variables of the study. It can be taken as 'map' for the research that will directs and guide researchers towards the determined objectives and methods. The conceptual framework sets the stage for the presentation of the particular research question that drives the investigation being reported based on the problem statement (Bunnis & Kelly, 2010). The appropriate conceptual framework for my study is drawn below;



Chapter- 3

Methods and the Procedures of the Research

Methodology includes details about the various systematic procedures that a researcher follows while carrying out research. This chapter incorporates systematic procedures and methods that was adopted to address enlisted objectives and research question.

Design and Method of the Study

Research can be conducted by using qualitative as well as quantitative research design. I used quantitative research design to find out the perception of students about the quality of effective English language teacher in community school. Quantitative research is the process of collecting and analyzing numerical data. Quantitative research as an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the theory hold true (Creswell, 2014).

I used survey research design under quantitative research. Survey is a quantitative method used for collecting data from a set of respondents and interpret statistically. Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160). The goal of survey is to collect raw data about the particular subject matter and present the collected data in different figures and tables analyzing the data. Survey research design is helpful for obtaining information describing characteristics of a large sample population of individuals within a short period of time. Therefore, I selected survey as the research design to collect information based on my study objective.

The steps that Wright (1988) suggested for the conduction of survey which I followed during my study are as follow;

Step 1: Defining the research questions and objectives.

Step 2: Designing the survey instrument.

Step 3: Sampling and targeting the participants.

Step 4: Pilot testing the survey.

Step 5: Administering the survey.

Step 6: Data collection and management.

Step 7: Analyzing the data.

Step 8: Interpreting and reporting the findings.

Sources of Data

To accomplish the research work, the researchers need both the primary and secondary sources of data. The sources of data that I used in my study are as follows;

Primary Sources of Data

Primary sources of data refer to the first-hand data gathered by the researcher himself/herself. Therefore, four community schools were selected using convenience sampling procedure among six community schools at Deumai Municipality. Similarly, I selected 120 secondary level students from those four schools using purposive sampling procedure as the source of primary data. I collected data using open-ended and close ended questionnaire.

Secondary Sources of Data

Secondary sources of data mean data collected by someone else earlier using primary sources. I read journals (Journal of Teacher Education), articles (What Makes a Good EFL Teacher; a Reference for Language Teacher Education), books (Theory and Practice of Teaching), government documents (Teacher Competency Framework)

and websites (Researchgate.com) as the secondary source of data collection. This source of data will help to complete my research effectively.

Population, Sample and Sampling Strategy of the Study

Population is the entire group that I wanted to draw conclusions about. Similarly, a sample is the specific group that I collected data from. The size of the sample is always less than the size of the population.

The population of the study were the secondary level students of community school from Deumai Municipality, Ilam district. I selected 120 secondary level students of four community schools as the sample of my study. The school and population for the study were selected using convenience sampling method.

Tools for Data Collection

Questionnaire was my main data collection tool to address my purpose of the study. Open-ended and close-ended questionnaire were effective tools to collect the perception of students which provided me reliable data to write the findings. Thirty close-ended questionnaires were used for data collection applying Likert Method whereas open-ended questionnaires were used for collecting the information descriptively with the participants.

Data Collection Procedure

Data was collected from primary as well as secondary sources. Questionnaire was the research tool for the data collection. This was the most important tool for data collection and secondary data was supportive data that was gathered from articles, journals related with the topic.

The primary data was collected from the respondents of survey design. I developed the format for the questionnaire before going into the field. Then, I got permission to conduct research at those selected institutional schools. To get

permission for entering to those schools, I took formal research letter from Tribhuvan University. Then, I visited those schools and consulted with principals stating the purpose and objectives of my study. I took permission of school to take the students as sample of my study. Then, I built a rapport with them and entered into my research purpose. I took permission with them to conduct questionnaire providing the set of questions including open-ended and close-ended questions. I collected their responses following all the ethical considerations. After collecting data, I expressed my gratitude to the schools and students for their support.

Data Analysis and Interpretation Procedure

The collected data was analyzed and interpreted quantitatively to understand the perceptions of institutional school' students regarding the quality of effective English language teacher. After analyzing the data, I calculated basic statistics of data generating and using mean. Then, I categorized frequencies, percentage, mean and interpretation or attitude of data making tables. And the tables were prepared after grouping the collected data. After grouping data and preparing the tables, the researcher interpreted the table being based on research objectives.

Similarly, the researcher prepared thematic analysis to group responses of open-ended questionnaires. Then, I coded the responses according to the identified themes. After that, the data was interpreted representing some common responses of the respondents. The researcher correlated the open-ended and close ended results to gain a comprehensive understanding of the survey results. Then, the researcher summarized of the main finding from both open-ended and close ended data interpretation as finding of the study. In the last, the researcher provided some recommendations for stakeholders and concerned places based on finding of the

study. And also, the researcher suggested for further research to address any unanswered questions regarding the topic.

Ethical Considerations

Ethical consideration is one of the most essential parts of any research. Every researcher should be aware about the ethical considerations while conducting any studies. Therefore, I followed all the ethical considerations during my study. I was conscious and respectful regarding my respondents in terms of their personalities, weakness and professional ethics. For this at first, I took approval from the department of English education, T.U and research guidance committee along with the objective, the methodology and expected outcomes. I followed all necessary steps and to make proper use of given materials in my research study.

I made sure that the privacy and identities of the respondents would be safe guarded and confidential. I assured the participants about their privacy that the information they provided me would be strictly confidential. I gave pseudo names for participants and schools identified with specific codes or number to keep privacy. Overall, I considered and maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

Chapter-4

Analysis and Interpretation of Results

As the study aimed to explore the perceptions of secondary level students towards effective English language teacher with the key qualities of the teachers, the data were collected using open-ended and close-ended questionnaires. The collected data were analyzed and interpreted systematically categorizing them into different themes which are presented below;

Perception of Students about effective English teacher

This theme mainly focuses on the data analysis and interpretation of the data which were collected using close-ended questionnaires. Mainly this section of the study deals with the analysis and interpretation about the quality of English language teachers as perceived by students. All the responses were analyzed and interpreted detailly in different sub-themes which are presented below;

Pedagogical Knowledge of Teachers

Pedagogical knowledge of teacher is an important quality of an English teacher which refers to the understanding skills and strategies that teachers should have for the effective delivery of subject matter. The perception and responses of the students related to the pedagogical quality of English teachers are shown as below;

Table 1
Pedagogical Knowledge of Teachers

Statement/ Items	SD		D		U		A		SA		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Adaptability and flexibility of teacher in teaching method.	-	-	-	-	20	16.6	51	42.5	49	40.8	83.3	4.24	Positive
2. Teachers focus on easily available resources than authentic materials.	-	-	41	34	29	24.2	36	30	14	11.6	41.6	3.19	Neutral
3. Emphasis of teacher on translation method.	20	16.7	33	27	14	11.7	43	35.8	10	8.3	44.1	2.91	Neutral
4. Use of Assessment tools regularly.	-	-	18	15	17	14.2	48	40	37	30.8	70.8	3.86	Positive
5. Follow of proper grammar rules while teaching and speaking.	-	-	21	18	27	22.5	31	25.8	41	34.2	60	3.76	Positive

(SD-Strongly Disagree, D- Disagree, U-undecided, A- Agree, SA-Strongly Agree)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

The table 1 shows the positive attitude of students about the adaptability and flexibility of English teachers in teaching method. Most of the respondents with 4.24 mean score perceived effective teachers as quite adaptable and flexible in their teaching method. Similarly, students showed moderate tendency with mean score 3.19, for the focus of the English teacher on easily available resources than authentic materials.

Similarly, regarding the emphasis of teacher on translation, students responded on moderate tendency with 2.91 mean score. This shows that students were on the side of teacher quality who focuses and uses translation method while teaching English. Students had presented their views on the regular use of assessment tools by English language teacher with positive attitude. A mean of 3.86 suggests a tendency towards using assessment tools regularly. Those assessment tools can be unit test,

weekly test and so on. Mean score of 3.76 shows that teachers should follow proper grammar rules while teaching and speaking in English classroom.

To sum up, the collected data showed that 83.3% students found on the side of adaptable and flexible teachers. Similarly, students were found neutral regarding the use of authentic materials and use of translation method in the class. It means students were not confirmed whether teachers should use authentic or easily available materials. the teachers. Majority of the students (70.8%) thought that effective English teachers use assessment tools regularly in teaching learning process. Similarly, more than half students wanted teachers who followed proper grammar rules while teaching and speaking. Moreover, the teachers who are flexible, adaptable and the teacher who emphasized and used proper grammar rules and assessment tools were taken as an effective English language teacher. Most of the respondents of open-ended questionnaire also responded that effective teaching learning process and effective teachers are determined from the way of using assessment tools, project work teaching methods by teachers.

Communication Skills of Teachers

Communication skill is a key fundamental skill for building strong teacher-student relationship which makes teacher able to convey information, ideas and instructions effectively. Therefore, the responses were collected from students being based on the communication skills of an effective English language teacher. The collected data is presented as below;

Table 2*Communication Skills of Teachers*

Statement/ Items	SD		D		U		A		SA		A+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Fluent speaking neglecting speech and proper pronunciation.	6	5	55	46	17	14.2	27	22.5	15	12.5	35	2.91	Neutral
2. Use of learner's mother tongue at English class.	10	8.3	10	8.3	28	23.3	47	39.1	25	20.8	59.9	3.55	Positive
3. Use of non-verbal communication techniques.	13	10.8	33	28	29	24.1	25	20.8	20	16.6	37.4	3.05	Neutral
4. Allow Students for discussion in their convenient language.	-	-	32	27	12	10	51	42.5	25	20.8	63.3	3.57	Positive
5. Use of English language in the class.	12	10	28	26	1	0.8	52	43.3	27	22.5	65.8	3.45	Neutral

(SD-Strongly Disagree, D-Disagree, U-Undecided, A-Agree, SA-Strongly Agree)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

The table 2 presents the responses regarding communication skills of effective English language teachers. Regarding this, the first statement was related to the fluency of English teachers, neglecting speech and proper pronunciation. For this, students showed neutral attitude with the mean of 2.91. Most of the students had disagreed on speaking fluently without proper pronunciation. It means they wanted teachers with fluent speaking skill who follow proper pronunciation. In the same way, the respondents were asked for their responses on the use of learner's mother tongue at English class and students had demonstrated positive attitudes with the mean score of 3.55. The students showed their agreement on using mother tongue at English class where as some had refused.

Similarly, a mean score of 3.05 shows that on average, respondents neither strongly agreed nor strongly disagreed with the use of non-verbal communication

techniques by English teachers. The responses of students seem non-verbal communication skill is moderately important for effective English language teachers. A mean score of 3.57 suggests positive attitude with the idea of allowing discussions in their convenient language. And the fifth statement was related with the use of English language in classroom where a mean score of 3.45 supports and agrees on using only English language at classroom. Majority of the respondents were on the side of using English at classroom.

In conclusion, students did not prefer teachers who used to speak English fluently without proper pronunciation and correct rules. More than half students (59.9%) desired English teachers who allowed students for discussion in their mother tongue. In the same way, 63.3% were on the side of teachers who allowed students to speak in their convenient language. The results shows that effective teachers allow students for using mother tongue and facilitate the course in their convenient language. Similarly, majority of the students from open-ended questionnaire also said that teachers need to explain the text effectively and interact properly with good communication skill. Moreover, effective communication skill was found important while generalizing both open and close ended questionnaires.

Personal Qualities of Teachers

Personal qualities of teacher encompass a range of characteristics that are beyond academic qualification. Personal qualities play significant role for the successful and meaningful delivery of content in the classroom. This is also a factor which helps to make strong perception towards effective English language teachers. Therefore, collected responses are presented here;

Table 3
Personal Qualities of Teachers

Statement/ Items	SD		D		U		A		SA		S+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Strict and disciplined in the classroom.	11	9	25	20.8	25	20.8	42	35	17	14.2	49.2	3.24	Neutral
2. Friendly and Frank.	-	-	-	-	19	15.8	50	42	51	42.5	84.5	4.26	Positive
3. Proper tone of the voice to attract the attention of students.	-	-	10	8.33	24	20	43	36	43	36	72	3.99	Positive
4. Well dressed up.	-	-	38	31.7	16	13.3	46	38	20	16.6	54.6	3.4	Neutral
5. Polite and honest.	-	-	-	-	-	-	46	38	74	61.6	99.6	4.61	Positive

(SD-Strongly Disagree,D-Disagree,U-undecided, A-Agree, SA-Strongly Agree)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

Aforementioned table 3 reveals the opinions and perception of students based on personal qualities of teacher. Regarding the strict and disciplined behavior of teacher, students had responded with a mean score of 3.24 which shows neither agreement nor disagreement. It refers those students preferred moderate kind of teachers. Similarly, a mean score of 4.26, on average, implies that friendly and frank are the traits of a teacher. Most of the students were found on the side of teachers who were candid and amiable. Another quality regarding personal qualities of English is proper tone of voice which may help to attract the attention of students. For this, students showed their positive attitude with mean score of 3.99. They perceived teachers as good teachers who have clarity in voice to foster a supportive learning environment.

Likewise, whether dressing sense of teachers play role or not, to know this, the respondents of the study revealed neutral attitude with a mean score of 3.4. It means well dressed up somehow needs to be professional and effective teachers but it does

not seem as a major trait of teachers. Another characteristic of teachers related with politeness and honesty where almost all students had positive attitude with a mean score of 4.61.

Therefore, more than 80% students wanted teacher who was friendly, frank. Similarly, 72% students emphasized teachers who had attractive tone of voice because they thought this feature would be helpful to create positive environment for learning in the class. Similarly, almost all students (99.6%) were on the side of teachers who was polite and honest. It means students supposed a teacher as good who was honest, frank and friendly towards profession and students. Supporting the data, the respondents of open-ended questionnaires said that they preferred the teachers who are polite, understandable, friendly, honest and discipline with good sound projection. They thought teachers who are responsible, accountable and decent towards their profession are effective English teachers. Moreover, the study shows that effective English teachers are honest, frank, friendly, polite with proper voice projection.

Technological Skills of Teachers

Due to the rapid growth of science and technology, technological knowledge seems important in any field. Technology has been using at academic institutions too for the effective teaching learning activities. Therefore, a sub theme is made and presented below on table to describe technological skill of teacher;

Table 4
Technological Skill of Teacher

Statement/ Items	SD		D		U		A		SA		S+SA %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Proficiency of using various tools and platforms.	8	6.6	20	17	12	10	56	47	24	20	67	3.56	Positive
2. Incorporation with technology and multi-media.	10	8.3	13	10.8	25	20.8	50	42	22	18.3	60.3	3.50	Positive
3. Focus on multi-media rather textbook.	22	18.3	57	47.5	21	17.5	19	16	1	0.83	16.83	2.33	Negative
4. Update and use of technology in the classroom.	-	-	15	13	14	12	62	52	29	24	76	3.87	Positive
5. Technological knowledge	10	8.3	13	11	38	32	37	31	22	18	49	3.4	Neutral

(SD-Strongly Disagree, D-Disagree, U-undecided, A-Agree, SA-Strongly Agree)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

Interpreting the table 4, effective English language teachers have proficiency of using various educational technological tools such as PowerPoint, Laptop, projector for effective teaching learning activities. Regarding this, most of the students presented their responses positively. A mean score of 3.56, on average, shows that technological skill is crucial for effective English language teachers. In the same way, a mean score of 3.50 shows strong agreement on the incorporation of teachers with technology and multimedia. Almost all students were on the side of teachers who are capable of using multimedia and technology in teaching learning activities.

A mean score with 2.33 revealed that students did not take a teacher as good and effective who only focused on multimedia. Similarly, a mean score of 3.87 reveals that regular update and use of technology in the class is acceptable. The positive attitude of students displays the necessity of technology in the class to make more reliable, contextual and relevant to the textbook. The last statement was related

with the importance of technological skill of teacher and for this, students had demonstrated neither agreement nor disagreement with the mean score of 3.4.

After analyzing the data, 67% students perceived effective English teachers who were proficient in using various platforms and tools for learning. Similarly, about 60% students responded that incorporation with technology and multimedia is a crucial quality of teachers. Most of the students (76%) thought that knowledge about technology is an important quality of teachers. From this, it is concluded that effective English teachers are proficient to use different platforms incorporating with multimedia. Similarly, effective teachers are competent to use technology. However, effective teachers use textbook as major tool for teaching learning activities.

Social Qualities of Teachers

Social qualities indicate the familiar and sociable traits which are related to collaboration, coordination, cooperation with teacher and students. How much teachers should be social in the class? To answer this question different five indicators had been prepared for the study. The indicators, responses of the participants, total score, mean and attitude of the score are presented in the given table;

Table 5
Social Qualities of Teachers

Statement/ Items	N		R		S		O		A		O+A %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Repetition of the Text.	-	-	13	10.8	18	15	30	25	59	49.1	74.5	4.12	Positive
2. Understanding and facilitating of error of the students.	-	-	13	10.8	21	17.5	40	33.3	46	38.3	71.6	3.9	Positive
3. Creation of comfortable environment for discussion.	7	5.83	14	11.6	17	14.1	31	25.8	51	42.5	68	3.8	Positive
4. Provide positive feedback instead of punishment.	10	8.83	13	10.8	16	13.3	14	11.66	67	55.8	67.46	3.95	Positive
5. Understand cultural background of the student and behave accordingly.	29	24.16	44	36.6	23	19.16	15	12.5	9	7.5	20	2.4	Negative

(N-Never, R-Rarely, S-Sometimes, O-often, A-Always)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

Interpreting the table 5, the students had presented positive attitude with the mean score of 4.12 for the quality of teacher who interpret and explain the text repeatedly. It looks like students thought an effective teacher who was flexible and adaptable to paraphrase the text. Similarly, a mean score of 3.9, on average, implies the quality of understanding and facilitating students on their errors. This shows students perceived as good teacher who accepts errors and provide feedback to correct the errors without any punishments. The students were positive regarding the discussion time which was provided by their teachers.

Teachers were to be found allowing and creating comfortable environment for discussion related with the content, which has been shown by the responses of students with 3.8 mean. English teachers were found to be good at providing positive feedback instead of punishments. Students presented 3.95 mean score for the

statement which depicts that most of the English teachers focused on reinforcement rather than brutal punishments. A mean score of 2.4, on average, shows negative attitude towards the quality of English teacher who knew cultural background of the students and behaved accordingly. It shows that the teachers were found to be poor to understand the cultural background of the students.

To sum up, most of the students (74.5%) emphasized those teachers who were ready to repeat the text time and again. Similarly, majority of the students (71.6%) thought a teacher good who facilitated the error with positive feedback. In the same way, 68% students preferred teacher who creates comfortable environment for discussion. In the same way, 67.46% students said that effective teachers provide feedback instead of punishment. From this, it is concluded that effective teachers repeat the text frequently if it needs. The effective teachers have the ability of understanding and facilitating students, correcting and providing feedbacks of their errors as the social qualities of an effective English language teacher. Though understanding cultural background is also a quality of teacher, students responded that their teachers were found to be poor in this matter.

Competencies for Effective English Language Teachers

Competency refers to the ability to perform task which includes physical, psychological, educational, social competencies. Competency also plays an important role to determine effective English language teachers. Regarding this, the table shows the perception of the respondents in detail;

Table 6
Competencies for Effective English Language Teachers

Statement/ Items	V.Un		Un		N		Imp		V.Imp		Im+VI %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. High level of speaking skill.	10	8.3	20	16.6	10	8.33	44	36.6	36	30	66.6	3.63	Positive
2. Teacher training.	3	2.5	10	8.33	12	10	39	32.5	56	46.6	79.1	4.12	Positive
3. Teacher license.	11	9.16	15	12.5	21	17.5	31	25.8	42	35	60.8	3.65	Positive
4. Use of different methods and approaches.	12	10	13	10.8	25	20.8	47	39.1	23	19.1	58.2	3.5	Positive
5. Academic qualification and degree.	10	8.3	13	10.8	26	21	36	30	35	29.1	59.1	3.6	Positive

(V.Un-Very Unimportant, Un-Unimportant, N-Neutral, Imp- Important, V.imp-Very important) 1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

The table 6 shows how much competency towards teaching is important for effective English language teachers. Different five variables had been made for the study. The first variable was related to the high level of speaking skill of English. For this, a mean score of 3.63 has presented that proficiency in speaking skill is important which motivates students to use and learn English language at class. Similarly, another competency related quality is teacher training. The respondents had shown positive attitude with the mean score of 4.12 for the importance of teacher training.

On the same way, a mean score of 3.65 demonstrates the importance of teacher license to be effective English language teachers. The respondents thought that teacher license has crucial piece for the selection of effective teachers. A mean score of 3.5, on average, implies that effective English language teachers need to use different methods and approaches. They had shown moderate attitude towards the use of them. The respondents, on average, had shown that academic qualification is important to be effective English teachers.

After generalizing the table, 66.6% students opined that effective teachers have high level of speaking ability. Similarly, most of the students (79.1%) responded that teachers need teacher training and 60.8% students said that teacher license is needed to become effective teachers. More than half students thought that academic qualification and degree plays important role to be a teacher. Effective speaking skill, teacher training, academic certificate are some key qualities that were considered as inevitable to be effective English language teachers. And also, teachers need regular and sufficient training to be an effective one. It was found from the responses from the respondents that teachers need to apply simple, practical and understandable techniques such as Grammar Translation Method, Discussion method, project work, group work and so on.

Intellectual Skill of Teachers

Deep understanding of the subject matter, effective critical thinking, update in their field is inserted as intellectual skill of teacher. A good teacher should have strong intellectual skills so, the researcher had asked five questions to understand the perception on intellectual skill of the teachers of the respondents. Different five variables have been presented which is presented below in table;

Table 7
Intellectual Skill of Teachers

Statement/ Items	VP		P		A		G		VG		G+VG %	Mean	Interpretation/ Attitude
	F	%	F	%	F	%	F	%	F	%			
1. Ability to analyze language by structure, text and learning materials.	-	-	12	10	17	14.16	34	28.3	57	47.5	75.8	4.13	Positive
2. Identify the problems of classroom and solve them.	11	9.16	12	10	16	13.33	35	29.16	46	38.3	83.3	3.7	Positive
3. Modification of lesson plans and teaching approach based on need of students.	25	20.8	27	22.5	42	35	11	9.16	15	12.5	21.66	2.7	Neutral
4. Innovative behavior in the class for enjoyable environments.	7	5.83	5	4.17	31	25.8	48	40	29	24.16	64.16	3.72	Positive
5. Ability to analyze and address students' ability, strengths and weakness.	-	-	5	4.1	25	20.8	41	34.1	49	40.8	74.9	4.11	Positive

(VP-Very Poor, P-Poor, A-Average, G-Good, VG-Very Good)

1.0-2.4(Negative attitude),2.5-3.4(Neutral attitude),3.5-5.0(Positive attitude)

Presented table 7 shows that the status of the English language teachers regarding intellectual skills. A mean score of 4.13, on average, that implies that most of the English teachers had good ability to analyze language by structure, text and learning materials. It shows that teachers had good intellectual skill regarding analyzing the text and language. Similarly, another intellectual skill was related to problem solving skill of teachers. According to the data, most of the teachers were capable on problem solving which is shown by the mean score of 3.7. Neutral attitude had been shown regarding making and modifying lesson plans and teaching approach on needs of the students.

A few numbers of teachers found to be followed the lesson plan and teaching approach which is indicated by the table with the mean score of 2.7. In the same way, innovative behavior of teacher is also a feature of intellectual teachers which had seen positive while analyzing the collected data. A mean score of 3.72 had shown such status. Similarly, a mean score of 4.11, on average, shows that teachers need to have ability to analyze and address student's ability, strengths and weakness. Good teachers need to understand the status of students and behave accordingly to improve their condition. So, the data reveals that most of the teachers had ability of understanding students and diagnose their problems.

In short, intellectual skill has an important role to be an effective English language teacher. Most of the students (75.8%) said that teacher needs the ability to analyze language by structure text and learning materials. Similarly, majority of the students (83.3%) preferred those teachers who identify the problem of students and solve them properly. More than half students (64.14%) said that teacher uses innovative behavior in the class to make learning enjoyable. Most of the students (74.9%) said that teacher analyzes and address students' problems and weakness. It is found that effective English teachers identify the problem of students with innovative behavior. Similarly, effective teachers have the ability of understanding students' ability and perform according to them. The students took as effective teacher those possessed above mentioned qualities.

Analysis of Open-ended Questions Asked to the Students

I collected information about the perception of students about the qualities of an effective English language teacher using open-ended questionnaire for the students. In order to collect the information, I used ten open-ended questionnaires for the students who were selected conveniently. The collected data through open-ended

questionnaires were analyzed, interpreted and presented using different thematic chunks. The analyzed information from the questions is presented as below;

Students' Perceptions on Quality/Effective English Teacher

A quality or effective English teachers refers those teachers have who have competency in language skills, critical thinking, communication skills etc. An effective teacher creates an active learning environment and makes learning successful and enjoyable. Regarding this, students were asked to respond to the questions; 'How do you define quality English teacher? Could you please inform me what kind of teachers do you consider as effective teacher for English subject?' In the response of these questions, students had given their own perspectives. Some of the selected responses regarding the perception on qualities of effective English language teacher are presented below;

Student 1 said;

The teachers who have the ability to teach efficiently and can provide a lot of methods of study are taken as the quality English teachers.

Student 2 said;

My perspective is that effective English teacher is one who normalize English language among students and has different techniques to do so.

Student 3 said;

Effective teacher is one who is able to identify the problem of the class and understands the root cause of those problems to solve and modify their lesson plans and teaching approaches based on specific needs.

After analyzing above mentioned responses, it shows that quality /effective teachers are those who are knowledgeable, friendly, punctual, honest with problem solving skills, critical thinking skills. Similarly, the respondents described quality

teachers as hardworking who have ability to make students understandable, normalizing subject matter with the use of various techniques and methods.

Qualities of English teacher

The students were asked another open-ended questionnaire regarding qualities of English language teacher. Most of the respondents presented similar answers to the question. Among 120 respondents, some representative responses are presented here;

S1 Responded:

Few qualities of English teacher are pronunciation of English language properly, they should have teacher license, teaching approaches based on specific needs.

S2 Responded:

The few qualities that I prefer are honest, friendly and good in communication, fluency at English language, good knowledge about subject matter etc.

S3 responded:

Fluency in written and spoken English, friendly with students, allow students to talk in certain topic in English, proper pronunciation.

From the above responses, it seems that teachers require a number of qualities to be effective such as; fluent speaking, good communication skills, use of sufficient teaching approaches, proper use of lesson plans, honesty, friendliness, cooperativeness, intellectuality and so on. The mentioned qualities are prerequisite to be an effective English language teacher.

Personal Characteristics of an English Teacher

Respondents were asked another open-ended questionnaire in order to find out personal characteristics of effective English language teacher. The question was ‘In your opinion what kind of personal characteristics should be possessed by an English language teacher?’ Most of the respondents had similar opinions regarding the question. Some common responses have been present below;

S1 said:

From my point of view, he/she should have good moral behavior. He/she should be polite, friendly, honest, frank, discipline and quite strict too.

S2 Said:

The English teacher should be decent. The teacher should be disciplined and should follow the rules and regulations. The teacher should fulfill the responsibilities given to him/her.

In a nutshell, the personal characteristics are a crucial element to be an effective teacher. The learners can find learning comfortable with the teachers who have aforementioned personal qualities. Politeness, proper sound projection, understandability, honesty, discipline, flexibility are some key qualities that one should have while being an effective English language teacher.

Techniques and Strategies Used by Teacher

Techniques and strategies refer to the ways of teaching, performing, managing and fostering learning environments. Teacher should have ability and skill to use techniques and strategies in the classroom effectively. Regarding this, I asked questions to the students; ‘In your opinion, what teaching techniques and strategies should use by teachers to be effective and intellectual teachers?’ Almost all students have similar opinions regarding the question. A few students had had opined differently. Some responses are presented here to clarify the question;

S1 responded:

The teacher should use simple techniques from which student can understand easily. They should use grammar translation method, discussion method etc.

S2 said:

For effective teaching, teacher must focus on project works and activities that helps student to speak out themselves. Students should be given works like essay, speech etc.

In these ways, students presented some techniques that should be applied in the classroom. Techniques help teachers to run class smoothly and systematically. According to the responses techniques should be simple, practical and flexible. After knowing about the perception of students about technique, a question was asked, "How would you describe the overall teaching style of your English language teacher?" in order to find out the styles those have been using by their teachers. For this, respondents said as below;

S1 said:

My English teacher has his own teaching method. He teaches by explaining, defining etc. He uses mother tongue language sometimes to make us understand quickly.

S2 Said:

Teaching style of my English language teacher is very smart and use assessment tools regularly such as unit test, weekly test, confidence-built test etc.

S3 Said:

My English teacher always provides us group work, project work, topic for discussion etc. He provides plenty of time to be engaged in the discussion and group work.

Thus, teachers use their own style of teaching. Style varies with individual to individual. But some common style that can be applied in the classroom for effective teaching learning process are proper use of assessment tools, project work, weekly test, explanations in simple language etc.

Collaboration and Encouragement of Teachers

Collaborative nature leads towards progress and increase critical thinking. On the other side, encouragement, which enlarges motivation to the students for successful learning. Therefore, two questions were asked to the students being based on collaboration and encouragement. The first question was how their teachers encourage and collaborate with them for active participation of the students. Answering the question, student presented their own perspectives. Some common perspective responses are presented here as sample;

S1 responded:

Teacher often organizes speech, easy debate program in class which helps in effective learning. Teacher conducts those activities once of a week.

S2 said:

Our teacher provides us several group assignments and ask to present it in front of the class to encourage collaboration and active participation as well as to increase leadership habit.

S3 Said:

Our teacher conducts debate competition, story writing with various topics and encourages us to speak and discuss in front of friends and provides feedback with positivity.

After analyzing presented responses, it can be said that teachers were found to be using different ways to increase active participation of students. Presentation, group

work, discussion, speech, debate competition etc. are the tools that can be used in the class to flourish participation of students.

Similarly, another question was asked to provide a specific example of how their English teacher had helped them to improve their English. Regarding this, the respondents' responses are as follows;

S1 Said:

They provide extra knowledge out from the text. They collect various documents and represent among us which help us to improve my English.

S2 said:

One of my English teachers often points out my grammatical errors and provides notes and guideline which helps me a lot to improve my English. It really helps me for the development of my English.

In conclusion, every teacher had their unique way of presenting themselves in front of the students. They were using different ways for encouraging and improving their level of English. Most of the teachers found to be focusing on vocabulary, grammar, and writing, speaking, and practicing the language frequently. Similarly, various documents were also provided to students which increase knowledge and give wider understanding of the language.

Importance of Communication Skill of Teacher

Communication is a major skill that makes learning meaningful, effective, proficient and practical. Communication can be symbolized as the bridge that joints two different individuals while conveying or delivering message. Teaching is also a profession of delivery; therefore, it plays a key role. For this, I raised a question: 'Do you think effective teachers should have good communication skill? And Why?'

Regarding this question, all respondents agreed on the necessity of communication

skill. They presented almost common reason behind it. Some filtered responses regarding the question are shown as below;

S1 said:

Yes, I think an English teacher should have good communication skill because without good communication, he/she cannot explain the text effectively.

S2 said:

Yes, the communication skill is very important in teaching because it is the only thing that identify whether the teacher is capable for teaching profession or not among several aspects.

S3 said:

Yes, an effective teacher should have good communication skill, without it teaching and learning won't be effective.

Therefore, communication skill is important for making learners understand, explain the text efficiently, interact with students and so on. Communication skill of a teacher shows how he/she is capable to handle the classroom with effective delivery of subject matter

Suggestions for the improvements to be an effective English language Teacher

Another open-ended question was related to the suggestion of students for the improvement of teacher to make effective language teacher. Regarding the answer, the students presented their suggestions. They shared somehow common suggestions regarding the question. Some representative answers are presented bellow;

S1 responded:

I want to suggest to use more English language at class, use more relevant subject matter and try to teach all to four skills equally.

S2 responded:

English language teacher should be updated about new technique and all.

He/she should not depend upon certain notes rather they should improve their content related with the topic.

S3 said:

Teacher should focus on problem solving, discussion method rather one way explanation of the text. Teacher should be active and search different new ways to make learning effective and proactive.

Thus, English language teacher should be capable, competent in subject matter, classroom environment, background of the students etc. Update with new technology, focusing on interaction, equal teaching of all skills etc. are suggestions that were presented by the respondent.

In conclusion, the students perceived a teacher as an effective who can teach effectively using a lot of techniques and methods. Fluency in speaking, proficient communication skills, appropriate use of sufficient teaching approaches, proper use of lesson plans are the qualities that are required to be an effective English language teacher. An effective teacher needs to use proper assessment tools, regular use of project work and so on. In the same way, a good teacher focuses on vocabulary with correct pronunciation. Similarly, effective communication skill enhances speaking skill and helps for the good delivery of subject matter. Overall, teacher is a person who requires a number of qualities to be an effective one. Personal, professional, communicative, intellectual, pedagogical are the major areas that come under the qualities of an effective English teacher.

Chapter -5

Findings, Conclusions and Recommendations

This chapter covers the finding of the study with the conclusion and recommendation. The finding of the research has been prepared after analyzing and interpreting the responses. The conclusion has been presented based on the major findings of the results and discussions. Moreover, recommendations have been enlisted based on the findings and the conclusion of the study. The recommendation is related with policy, practice and further research.

Finding of the Research

Findings are the accomplishment of purposed objectives of the study. Findings are the key points that have been drawn from results and discussions and opens path for conclusion and recommendations. The major findings of the study are categorized and presented into the following themes;

Perceptions of Secondary Level Students towards Effective English Language Teachers.

The findings regarding the perceptions of secondary level students towards effective language teacher are made after careful analysis and interpretations of the obtained data. The findings are presented as bellow;

- Most of the students said that teachers who have the ability of making students understandable are categorized as effective teachers.
- Majority of the students described effective teachers as hardworking who have ability to make students understandable, normalizing subject matter with the use of various teaching techniques and methods.
- Most of the respondents answered that teachers need fluency in speaking, proficiency in communication skill.

- Almost all of the students opined that effective English teachers have the ability of critical thinking, problem solving etc.
- Majority of students revealed that effective teachers require the characteristics of adaptability and flexibility.
- Most of the students responded that their teachers use sufficient amount of assessment tools, teaching methods etc.
- Majority of the students agreed that quality English teacher is one who makes learning enjoyable and comfortable.
- Likewise, more than half students who uses respondents were on the side of teacher who uses English language only in the class.
- Majority of the students said that their teacher provides collaborative and friendly environment with discussion, project work, and group work to enhance active participation.
- Most of the students presented that teachers use different methods and techniques.
- Almost all students suggested teacher should be updated with new technology, used excessive use of materials, and allowed for discussion and so on.

Crucial Qualities for Effective English Language Teacher.

A teacher should have number of qualities to be reworded as effective teacher.

Therefore, some key/major qualities are enlisted down being based on the response of the students;

Pedagogical Knowledge of Teacher. The findings related with the pedagogical knowledge of teacher are listed below;

- Majority of the students (83.3%) opined that flexibility and adaptability are major features of an effective teacher.

- A number of students (about 41%) said that effective English teacher should use easily available resources than authentic ones.
- A number of the students (44%) responded that effective English language teachers need to emphasize on translation method while teaching English.
- It is found that most of the students (about 70 %) responded that a teacher requires the ability to use assessment tools properly.
- Regarding the pedagogical knowledge of teacher, about 60 percent students found on the side of using proper grammar rules while teaching and speaking.

Communication Skill of Teacher. A number of findings were listed regarding communication skill of teachers which are presented as below;

- Most of the students (more than 50%) responded that effective English language teachers do not focus on fluency neglecting clarity of speech and proper communication.
- About 50 percent students presented their opinions towards use of learner's mother tongue in English classes.
- Only 37.4 percent students opined that non-verbal communication is important to be an effective teacher.
- Most of the students (63.3 percent) responded that effective English teachers need to allow students for discussion in their convenient language.
- The students opined that effective teachers require to use more English language than other Language.

Personal Qualities of Teachers. The respondents preferred different personal qualities with in teachers which are enlisted below;

- Majority of the students opined that honesty, friendliness, frankness, politeness, punctuality, discipline are some key personal qualities of teacher.
- Regarding personal qualities, 72 percent students answered that proper tone of voice plays important role to become an effective English language teacher.
- Most of the students responded that well dressed up doesn't play more roles to be an effective teacher.

Technological Skill of Teachers. Knowledge about technology and skill to use them is also taken as an important characteristic of teacher. Regarding this, the major findings of the study are presented below;

- Concerning about technological skills of teacher, 67 percent respondents opined that teacher requires to be proficient in using various educational technological tools and platforms.
- Majority of the students (60.3 percent) responded that teacher needs to incorporate with technology.
- Most of the students (65.8%) presented their views on focusing on textbook instead of only multimedia.
- Majority of the students (76 percent) responded that teacher requires be updated with multimedia and use them in class properly.
- About 49% percent of students felt the technological knowledge as crucial.

Social Qualities of Teachers. School is a miniature form of society so every person needs to be social in school. Regarding this, teachers have very crucial role because they are the mediator and medium to connect the person into society. For this, the study showed following findings;

- The bulk of the students (89.1%) replied that the texts are required to explain and describe frequently if students get difficulty to understand.
- Almost all students responded that their English teachers understand the needs and challenges of the students facilitating and creating safe space and comfortable environment.
- About 68 percent students responded that their teachers used to create suitable environment for discussion and interaction among students and teachers.
- Majority of the students (80.76%) replied that their English teachers provide feedback rather providing punishments which is a key quality of an effective English language teacher.
- Talking about social qualities, most of the students said that teacher requires the cultural knowledge of each student but it was found that the teachers seem weak on it.

Competencies for Effective English Language Teachers. Competency includes different abilities such as proficient in speaking, license of teacher, academic qualification and so on. Regarding this, the researcher had found following findings;

- Presenting the importance of competencies of teachers, 66.6% of respondents answered that high level of speaking English ability has great importance.
- Most of the students (79.1 percent) said that teachers training should be compulsory.

- It was found that 60.8% of students presented their importance of teacher license thinking as a key component to become effective English teachers.
- Majority of the students (58.2%) revealed that English teachers need to use different methods and approaches of teaching to facilitate students.
- About 59 percent of students were agreed that qualification and degree determine effective English teachers.

Intellectual skill of teachers. The findings related with intellectual skill of teachers are listed below;

- Regarding the intellectual skills of teacher, 75.8 percent students responded that their teachers have the ability to analyze language structure, text and learning materials which is important to identify potential challenges.
- Majority of the students (83%) answered that their teacher has the ability of critical thinking, problem solving, which is a key quality of an effective teacher.
- About 64 percent students' teachers were found to be performing innovative behavior for enjoyable environment.
- Almost all students presented that their teachers have the quality of analyzing students' ability, strengthens, weaknesses and help to address them.
- Majority of the students (90%) responded that teachers require sound communication skills, excessive use of teaching approaches, flexible, adaptable etc. are to be an effective English language teacher.

Conclusion

As the study aimed to explore the perceptions of secondary level students towards effective English language teachers in community school and their key qualities, the researcher had collected different information and data related with the

objectives of the survey study. Opinions of students were collected, analyzed and generalized carefully. In this study, the researcher found that generally effective English language teachers have some common features such as proficiency in subject matter, competency in communication skills, ability of using technology sufficiently and efficiently linking with subject matter. But the definition and characteristics of effective English language teacher varies on the basis of individual perception and opinions. The study showed that students emphasize those teachers who are kind, honest, disciplined, friendly and supportive in natures. The findings of the study showed that students want knowledgeable English teacher in pedagogy, technology, and communication with intellectuality.

The researcher found some features that effective English language teachers have such as; feasible, adaptable, skilled, qualified, intellectual, punctual and so on. Similarly, the teachers who use assessment tools regularly, follow proper rules of grammar, allow students for discussion, incorporate with technology, motivate students with critical thinking etc. are also considered as effective English language teachers. The findings of the study showed that effective teachers are those who make students understandable about text in an easy way. Therefore, one of the key points regarding the conclusion of the research is that effective English teachers have personal, social, pedagogical, intellectual, communication and technological skills.

Recommendations

In accordance with the outcome of results, some recommendations have been listed out. A recommendation is advice or favorable opinion based on the analysis. Therefore, some recommendations have been recommended for policy, practice and further research which have been presented here in different themes;

Policy Related

The findings of the study reveal that pedagogical knowledge, technological skill and qualification of teacher play major role to be an effective English language teacher. Therefore, I have enumerated a few recommendations to the concerned authorities to make conscious regarding the improvement on the qualities of effective English teacher which are presented as bellow;

1. The outcome of the research helps the government to develop effective/practical policies about teacher professional development.
2. The findings of the study support to design program for teacher to enhance their quality and capability.
3. It is recommended that local level, state and federal level should co-ordinate for conducting teacher training program regularly.
4. The findings of the study suggested that government should make special policy and proper guidelines which motivates teacher to be active and effective.
5. Concerned authorities are highly recommended to organize in-service training with in the certain span of time.

Practice Related

Practice related recommendation includes the activities that are needed to implement in the action. Regarding the practice related recommendations, some recommendations are presented here as below;

1. School administration and SMC are suggested to provide ample of guidelines, resources and environments for teachers to flourish their profession.
2. The outcome of findings helps to incorporate teachers to include interactive activities to enhance language skills.

3. The findings of the study help teacher to develop/modify their features and skills according to the desire of students.
4. The findings of the study suggested local level to organize regular training program, workshops to keep teachers updated on the latest language methodologies and resources.
5. School administration should implement regular feedback sessions consulting with experts to identify area for improvements.
6. Additionally, local level and school administration should coordinate and organize training about cultural sensitivity, integration of technology, critical thinking ability etc.

Further Research Related

Research has several boundaries, limitations with regard to its objectives, areas, coverage, research methodology, research design. It is said that research itself is the combination of re+search so, it has wide area with the potentiality of further study. Therefore, this research is a piece of study to expand the understanding of the topic and ensure the possible further study of the research in the broader context.

Due to this, I would like to recommend some further researches in the field of effective English language teacher which are as follow;

1. This study was limited to the four schools of Deurnai Municipality of Ilam district, and the respondents were students only, so the further research can be carried out broadening its area of sample, place and respondents.
2. Further research can be conducted using qualitative research methods, such as in-depth interviews, focus group discussion, to gain a deeper understanding of students with their subjective experience and perceptions.

3. The population of study was limited only on secondary level students from community school, so further researcher can also study the perception of students from different educational backgrounds such as institutional, primary, lower secondary, urban and rural school.
4. The study suggests to study on comparative study of students' perception from institutional and community schools.
5. The further researcher can be carried out about the perception of parents, school administration, teacher regarding effective language teacher.
6. The further researcher can also study the current governmental policy related to teacher professional development.
7. The study did not include about the students who did not prefer mentioned qualities such as license, training, use of mother tongue. So, further research can be carried out addressing their perspectives.

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Appendix I

Close- ended Questionnaire for Students

Dear students,

You have been invited to participate in the research study titled **“Qualities of Effective English Language Teachers: Students’ Perceptions”** which aimed to explore the perception of students about quality of effective English language teacher with the key qualities of them. This research is being conducted under the supervision of Dr. Gopal Prasad Pandey, a dedicated professor of Tribhuvan University for the partial fulfilment of Master in English Education. I would be grateful if you could participate and answer the questions honestly. Your identity will be protected and won’t use for other purposes. Your cooperation and support are highly appreciated.

Sincerely,

Damanta Rai

Researcher

Department of English Education

Tribhuvan University

Name-

Class-

School-

Faculty-

Rate the following statements using the scale;

Date:01/10/2023

Strongly Disagree (SD)=1,Disagree(D)=2,Undecided(U)=3,Agree(A)=3, Strongly Agree(SA)=5

1. An effective English language teacher should be adaptable and flexible in their teaching method.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

2. An effective English language teacher should focus on easily available resources rather than authentic materials.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

3. An effective English language teacher mainly emphasizes translation method while teaching English.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

4. An effective English language teacher should use assessment tools regularly such as unit test, weekly test and so on.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

5. An effective English language teacher should follow proper grammar rules while teaching and speaking.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

6. An effective English language teacher should speak fluently neglecting the clarity of speech and proper pronunciation.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

7. An effective English language teacher should use learners' mother tongue while teaching English.

(a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

8. An effective English language teacher should always use non-verbal communication techniques.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
9. An effective English language teacher should allow students for discussion in their convenience language.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
10. An effective English language teacher always uses English in the classroom.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
11. An effective English language teacher always should be strict and disciplined in the classroom.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
12. An effective English language teacher is always friendly and frank.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
13. An effective English language teacher should have proper tone of voice to attract the attention of students.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
14. An effective English language teacher should have dressed up well.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
15. An effective English language teacher should be polite and honest.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
16. An effective English language teacher should be proficient in using various educational technology tools and platforms.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
17. An effective English language teacher should incorporate with technology and allow students to use multimedia.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

18. An effective English language teacher mainly focuses on using multimedia rather than textbook.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
19. An effective English language teacher should know all the updated medium of technology and their use in the classroom.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)
20. Technological knowledge is crucial to become an effective English language teacher.
- (a) 1(SD) (b) 2(D) (c) 3 (U) (d) 4(A) (e) 5(SA)

Rate the following statements using the scale;

Never(N)-1Rarely(R)-2Sometimes(S)-3Often(O)-4Always(A)-5

21. Your English language teacher should repeat while explaining and rephrasing the text if students don't understand.
- (a) 1(N) (b) 2(R) (c) 3(S) (d) 4(O) (e) 5(A)
22. Your English language teacher should understand the needs and challenges of the students and facilitates while doing errors.
- (a) 1(N) (b) 2(R) (c) 3(S) (d) 4(O) (e) 5(A)
23. Your English teacher should allow you to discuss openly creating safe space and comfortable environment.
- (a) 1(N) (b) 2(R) (c) 3(S) (d) 4(O) (e) 5(A)
24. Your English teacher should motivate you and provide positive feedback rather providing punishments.
- (a) 1(N) (b) 2(R) (c) 3(S) (d) 4(O) (e) 5(A)
25. Your English language teacher should know cultural background of each student and behave accordingly.
- (a) 1(N) (b) 2(R) (c) 3(S) (d) 4(O) (e) 5(A)

Rate the following statements using the scale;

Very Unimportant (V. Un)-1Unimportant (Un)-2Neutral (N)-3Important (Imp.)-4Very Important (V. Imp)-5

26. An effective English language teacher should have high level of English speaking.
- (a)1(V. Un) (b) 2(Un) (c) 3(N) (d) 4(Imp) (e) 5(V. Imp)
27. An effective English language teacher should have got teacher training compulsorily.
- (a)1(V. Un) (b) 2(Un) (c) 3(N) (d) 4(Imp) (e) 5(V. Imp)
28. Teacher license is the most important component of effective English language teacher.
- (a)1(V. Un) (b) 2(Un) (c) 3(N) (d) 4(Imp) (e) 5(V. Imp)
29. An English teacher should use different methods and approaches of teaching to facilitate and respect the individual difference of students.
- (a)1(V. Un) (b) 2(Un) (c) 3(N) (d) 4(Imp) (e) 5(V. Imp)
30. An effective English language teacher is determined from the qualification and degrees that s/he has.
- (a)1(V. Un) (b) 2(Un) (c) 3(N) (d) 4(Imp) (e) 5(V. Imp)

Rate the following statements using the scale;

Very Poor (VP)-1Poor (P)-2Average(A)-3Good (G)-4Very Good (VG)-5

31. Your English teacher has ability to analyze language structures, texts, and learning materials to identify potential challenges.
- (a) 1(VP) (b) 2(P) (c) 3(A) (d) 4(G) (e) 5(VG)
32. Your English teacher is able to identify the problems of the classroom and understands the root cause of those problems to solve effectively.
- (a) 1(VP) (b) 2(P) (c) 3(A) (d) 4(G) (e) 5(VG)

33. Your English teacher can modify their lesson plans and teaching approaches based on the specific needs and abilities of students.
- (a) 1(VP) (b) 2(P) (c) 3(A) (d) 4(G) (e) 5(VG)
34. Your English teacher is able to perform innovatively in the class to make learning enjoyable and relevant.
- (a) 1(VP) (b) 2(P) (c) 3(A) (d) 4(G) (e) 5(VG)
35. Your English teacher is capable to analyze students' abilities, strengthens, weaknesses and help to address them.
- (a) 1(VP) (b) 2(P) (c) 3(A) (d) 4(G) (e) 5(VG)

Appendix-II

Open-ended Questionnaire for the Respondents

Dear students

I am Damanta Rai, a student of Central Department of English, Tribhuvan University, Kirtipur. I am writing to invite you to participate in my research study that I am conducting entitled **“Qualities of Effective English Language Teachers: Students’ Perception”** The purpose of the research study is to explore the perception of students regarding effective English language teachers identifying the key qualities of the teacher. This research is being conducted under the supervision of Dr. Gopal Prasad Pandey, a dedicated professor of Tribhuvan University for the partial fulfillment of the course Master of English in Education.

Your participation is crucial as it will provide valuable information to my study. Your participation is entirely voluntary and all the information collected will be kept strictly confidential and will only be used for research purposes. Your name and identifying information will not be disclosed for any purposes. Therefore, I kindly request for your participation and highly appreciate your contribution of accurate and honest information for the study.

Sincerely,

Damanta Rai

Researcher

Department of English Education

Tribhuvan University

School:

Date:01/10/2023

Answer the following questions.

1. How do you define quality English teacher? Do you think all the teachers of English that you have are qualitative and effective? how?
2. Could you please inform me what kinds of teachers do you consider as effective teacher for English subject?
3. In your opinion, what kind of personal characteristics should be possessed by an English language teacher?
4. In your opinion, what teaching techniques and strategies should use by teachers to be effective and intellectual teachers?
5. Can you provide an example of how your teacher encourages active participation and collaboration among students?
6. Could you please list out a few qualities that you prefer about English language teacher?
7. Can you provide a specific example of how your English teacher has helped you improve your English?
8. How would you describe the overall teaching style of your English language teacher?
9. Do you think an effective teachers should have good communication skill? Why?
10. What do you suggest to your English language teacher for the improvements of effective English language learning?