

Chapter I

Introduction

This is the first chapter of the study on Effective Language Teacher from Students' Perspectives. This section consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

Background of the Study

English has been extensively used in almost all second language and foreign language teaching classes. In some countries, people use English as an official language and in some cases English is used as a medium of instruction in the classroom (Treko, 2013). A teacher needs to be passionate about the language along with being able to excitement in the students as well. Passion eradicates boredom and irritation which is very common while studying a new language. A spark of interest generates passion and thereby enlists the teacher amongst the effective teacher. Pachina (2019) stated that effective teacher have often been called as ideal, analytical, dutiful, competent, expert, reflective, diversity-responsible, and respected.

Harmer (2008) has suggested that effective language teacher should have sufficient knowledge of the language and able to effectively explained its use to their students. Studies by Grundy et al. (2005) and Mullock (2003) have suggested the importance of teacher's ability to understand student needs and to motivate students. Teachers undoubtedly play a key role in the language classroom as someone who transmits knowledge and inspires and motives students to learn and achieve their language learning goals. A teacher capable of establishing a connection with the students and between the subject and student easily gets her name in the list of effective language teacher. Creating friendliness for the subject amongst students through teaching aids like stories, videos, pictures and snaps important for learning.

An effective teacher can make a big difference in a student's life. The studies shows that teacher quality matters more than other school-related factors such as school leadership, school locality and amount of learning resources (Goldhaber, 2016). The effect of teacher quality is particularly pronounced for the less advantaged students, i.e., those from lower socio-economic backgrounds. This makes sense as an

effective teacher is more adept at using their deep professional knowledge and skills to guide their less able students during the learning process. In the context of language learning, for example, the effective teacher would choose just-right teaching materials that not only meet students' linguistic needs, but also their affective, cognitive and social needs. The teacher would also use teaching strategies that would enable the students to engage in meaningful learning, the kind of learning characterized by the eager participation of students in the construction of new knowledge and consolidation of previously acquired knowledge.

Effective teacher understand that effective teaching is possible when they know their students' linguistic, affective, cognitive and social needs. Armed with this understanding, effective teacher can design and deliver their lessons in ways that meet the needs of their diverse student population (Adriano and Alexander, 2022). They will, for example, use just-right language to explain language concepts, choose teaching materials that are affectively and cognitively appealing, engage students in tasks that spark their curiosity and motivation, employ socially and culturally sensitive language teaching methodology and assess learning using multiple assessment procedures that deepen and extend learning.

Good English teachers' characteristic are significant for teachers' technical knowledge, pedagogical skill, interpersonal skills and personal qualities (Brown, 2000, p.428). Technical Knowledge deals with certainties and absolutes. In other words, it's often theoretical and not found in nature (Brook,2013). Technical knowledge comprises those aspects of a practice that have already been articulated from general usage. It has function to guide students in learning those aspects of language use that can be learnt directly, and to provide standards for evaluating language use. In the case of languages, grammatical rules, conventions, and stock, formulaic expressions comprise their technical knowledge (Brown, 2000, p.430). Pedagogy refers to the teaching skills teachers use and the activities these skills generate to enable students to learn the knowledge and skills related to different subject areas.

Interpersonal skills are goal-directed behaviors used in face-to-face interactions, which are effective in bringing about a desired state of affairs (Hayes, 1991, p.5).Lukman &Edi (2021) stated that the teacher's personality is one of the first

sets of characteristics to look for in an effective teacher. Teachers' personality characteristics that are effective in strengthening character education include able to behave as friends, able to be a role model, able to understand learning, discipline, respectful of students, treated students impartially in terms of sanctions, patience, relaxed, willingness to pursue life-long learning, master the skill of educating characters, are not known as fierce teachers, and perceived as fun teachers.

To know about teachers' characteristic, besides through survey and test to teachers, it also can be conducted by students' perception. It has benefit to investigate whether English teachers in Indonesia have good characteristics or not. It is valuable to give contribution for English teacher to be better. If teacher has good characteristic, it will advance education in Indonesia, especially in English teaching. The writer is interested to investigate further the students' perception about good English teachers at because the student's achievement is still low. Therefore it needs to be improved by increase teachers' characteristics. Students have diverse background and culture; they are expected to enrich data obtained. The researcher is one of teacher in this school. It makes the researcher conduct the research intensively and easily.

Statement of the Problem

Teachers are the intellectual leaders who play role in shaping good behaviour of the students properly. Teachers play significant role in stimulating interaction and developing speaking skills. The teacher must be fluent and accurate in spoken elements of language so as to be a role model for the learners.

In Nepal, English is taught and learned as a foreign language from basic school level to higher university level. It is adopted as both compulsory and optional subjects in the educational institutions of our country Nepal. As a foreign language, it is thought to be a difficult subject because the students' achievement in English seems to be low in every level of study, when it is compared to other subjects. In other words, teachers are teaching English but their students are unable to achieve the prescribed objectives of that English course efficiently.

Teaching English as a foreign language is a challenging yet rewarding career choice; as an English teacher everyone must face many challenges and to tackle these challenges effectively can have a great value in teaching. The teachers must

learn to adapt constantly to their students' needs. This means they have to deal with a variety of problems in the classrooms because the students have a variety of issues in the class. An effective teacher must be able to find out the common problems and their solutions in teaching. This work can help to create a more productive and causal environment for both teachers and students. So, it is important to find the challenges of teaching English in Nepalese contexts.

Effective language teacher, and all teachers for that matter, should continue to find ways to help every single child to flourish and become the best. To become a better teacher, teachers are encouraged to practice 'a reflective mind' to have an insight of what is going on in the classroom and decipher what works and would not work (Farrell, 2018).

As teacher quality is a crucial factor in promoting effective learning, it would be truly beneficial if teachers could know what students perceive as the characteristics of effective teacher. Moreover, knowing the students' needs and perceptions about an effective teacher might help create an emotionally positive and academically productive atmosphere in the classroom. These perceptions will help the teachers to understand what the students expect from them and enable them to develop themselves accordingly. So the purpose of this study is to investigate students' perceptions on the qualities to be must in effective language teacher.

Objectives of the Study

The objectives of this study were as follows:

- i. To explore the qualities of good English language teachers' as perceived by English language learners.
- ii. To suggest some pedagogical implications.

Research Questions

The study addressed the following research questions:

- i. What are the qualities of good English language teacher from students' perspectives?

- ii. What do students expect from the teachers?
- iii. What makes a teacher as an effective teacher?
- iv. What do students' views about the qualities of good English language teachers?

Significance of the Study

Good learning is strongly related to effective teacher and good teaching. In this concept, effective teacher gain crucial importance in understanding and lessening the problems and difficulties hindering students' long lasting learning process. The finding and suggestions derived from this study could be useful for students, teachers, course designers, school administration, textbook writer and policymakers to get a clear picture of the classroom situations. It will be useful to the language teacher in the sense that they can get more information about the classroom language and the role of L1 in a classroom. Moreover, this study will be useful to all those who are directly and indirectly involved in the field of language teaching and learning.

Delimitations of the Study

The study had the following limitations:

- i. The population of this study included the secondary level students of Kirtipur municipality of Kathmandu district.
- ii. The study was limited to forty students only.
- iii. The data were collected through questionnaires and structured interview.
- iv. The participants were selected through convenience sampling procedure.
- v. This research was based on convenience sampling procedure.

Operational Definition of the Key Terms

This study is defined in order to make the study more comprehensible. The terms listed below had the following specific definitions:

Good language learner. Good language learners are willing to face the fear of making mistakes. They experiment and take risks. For example, they try out different ways of learning vocabulary until finding the way that suits them best. They are not afraid of making mistakes because they know that with every mistake, they gain a small victory toward improving their language.

Language Teacher. A language teacher instructs students on the fundamentals of a specific language. A typical day of a language teacher includes preparing course and classroom materials, assigning homework, grading papers and tests, and creating individualized plans for students with special requirements. Teaching is very often defined as the imparting of knowledge, usually in a formal context and in a structured manner. It might be undertaken by professionals and will have definite methodology, objectives and approaches. Even the teaching of values by parents or teachers outside the classroom will have a certain objective and a definite approach.

Second Language. A language that a person learns in addition to their first language. A second language may be learned formally or informally, e.g. at school or in a family.

English Language Teaching. English Language Teaching (ELT) includes various approaches, techniques and methods that are involved in teaching English, to people with English as First Language and also those who use it as a second and a foreign language.

Teachers Quality. Qualities of an effective teacher include skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

Chapter II

Review of Related Literature and Conceptual Framework

This chapter deals with the review of related theoretical literature, review of empirical literature, implications of review for the study and conceptual framework of the study.

Review of Related Theoretical Literature

This section deals with different theoretical perspectives related to my study. So, it includes the discussion of classroom interaction, the role of teacher in classroom interaction, effective language teacher and the characteristics of effective EFL teacher, teaching style and important qualities.

Classroom interaction. The peaceful and comfortable school atmosphere is very important to students and teachers to ensure effective teaching and learning. This is because students spend most of their time in school. Teachers need to be more creative and innovative in carrying out teaching and learning approaches or strategies so that students could acquire knowledge effectively. According to (Akçay & Doymu, 2014), the selection of appropriate teaching methods and techniques are vital to ensure students' understanding of issues and concept at the highest level. In the classroom, there are various factors that determine the success of students' learning.

The term "interaction" is made up of two morphemes, namely *inter* and *action*. It is a mutual or reciprocal action or influence. In English language teaching, interaction is used to indicate the language (or action) used to maintain conversation, teach or interact with participants involved in teaching and learning in the classroom (Martin, Mottet & Myers, 2000). Classroom interaction stimulates the student involvement in the classroom. It fuels student motivation and help the students see the relevance of teachers' topic. It increases participation as all students are involved. The interaction can be between the teacher and the students.

This form of classroom interaction teaches the students to respect their superiors. They are given a chance to air their opinion in the class. The other form of classroom interaction is between the student and students. This one allows the student

to learn and understand how to work with partners. Student teacher interaction, both in and out of the classroom, is influenced strongly by the teaching perspective embraced by the teacher. Within the instructional communication discipline, teaching can be viewed from two perspectives: the rhetorical perspective and the relational perspective (Mottet & Beebe, 2006).

Good interaction between teachers and students will create positive relationships in the classroom and contribute to effective learning. In fact, effective teacher can assess changes in students' behaviour and understand the needs of students in the classroom. According to Bucholz and Sheffler (2009), teachers can shape the classroom environment to be comfortable and therefore improve the ability of students to learn. Conducive classroom environment emphasizes cooperation and openness between teachers and students. Therefore, in learning and teaching especially science subjects, students should be allowed to interact with teachers, classmates and surroundings. Interaction with the environment during learning process will stimulate all students' senses and encourage students to learn in a creative and innovative way. This phenomenon will trigger students' thinking and refrain them from simply memorizing fact and knowledge

Communication is teacher-centered, which means that teachers send a message to students who play a passive role as the recipient of the message. To communicate effectively with their students, teachers focus on teaching clearly, making course content relevant, and acting in an assertive manner. In essence, their in-class communication behaviors center on performing their classroom functions as lecturer and discussion leader and managing the classroom (Myers, Martin & Knapp, 2005). The lecture enables teachers to communicate large amounts of information organized in a way to appeal to many students at the same time.

Teachers must also strive to engage in effective communicative behaviors when lecturing. These communicative behaviors include being clear, making the content relevant, and using humor. When engaged in teaching with clarity, teachers communicate their expectations clearly, stress key points, provide preview and review statements, and describe assignments (Book 1999).

Whether student teacher interaction occurs may be dependent on whether or not students are motivated to communicate with their teachers. Student communication motives refer to the primary reasons for students to communicate with their teachers. Researchers have identified five communication motives. These motives, or reasons, are relational, functional, participatory, excuse-making, and sycophancy (Martin et al. 1999). When students communicate with teachers for relational reasons, they are doing so to learn more about the teacher on a personal level. Students may perceive their teachers as having similar interests, sharing the same background, or having the potential to become a potential friend. When students communicate with teachers for functional reasons, they are doing so to acquire needed information about the course. Students may ask questions or use information-seeking strategies to learn about course expectations, to understand the material, or to clarify the requirements for assignments, exams, and projects. When students communicate with teachers for participatory reasons, they are doing so to demonstrate their involvement in the course.

Students may answer questions, offer examples, or challenge teachers' comments to demonstrate that they are genuinely interested in participating in class discussion or class activity. When students communicate with teachers for excuse-making, they are doing so to provide a reason as to why their academic performance is suffering. Students may offer excuses for why they are tardy, why they are absent from class, or why their assignments are incomplete or not finished at all (Myers, & Knox, 2001). When students communicate with teachers for sycophantic reasons, they are doing so in order to make a favorable impression on teachers. Students may engage in conversation, answer questions, or appear interested in the course content because they want to be viewed positively by their teachers.

It develops and improves the skills of team work. It improves peer relationship. By encouraging students in the classroom to work together they learn the importance of working cohesively with others. Whether by small groups or whole-class discussion, teachers can do much to create an interactive classroom. Chet Meyers suggests some basic rules for consistently encouraging student interaction (Myers, Martin & Knapp, 2005). The other method is whole class interaction. Learners interacting this way in a classroom learn the importance of patience and to

value the point of view of others. By asking the student to raise their hand to speak or calling student by randomly the teacher teaches the students that when someone else is speaking, they should let them have their say without interruption as their voices are as equal as that of anyone else.

Classroom interaction also other method like role playing, conversation, reading around, and questions and answer. Reading aloud includes a situation whereby one person read while others listen. Role playing is whereby the students take on given role and act out on scene with other. This allows students to demonstrate creativity and knowledge and help them to outside the constraints of classroom. A conversation can involve the whole class or among small groups of students in the class. In question and answer method, the teacher or student poses a question to assess the learner.

The role of teacher in classroom interaction. The teacher may acts as a facilitator, promoter, feedback. Teachers play a crucial role in shaping the future generation. They are dealing with young kids who are full of life and energy. Teachers nurture natural abilities and skills and prepare kids for the future. As a teacher, you have to be a role model and inspire your students. Different students might be coming from different backgrounds and as their teacher, you have the power to uplift them and make a change. Teachers change lives and that is why teaching is one of the most important professions in the world. Since students do not always spontaneously interact well with one another they hence need encouragement. To cultivate interaction, the teacher may divide the learners into small groups and give them tasks, projects or assignments. Soon all the students will be communicating with each other role playing and offering ideas; shyness will be forgotten in the excitement of accomplishing the group project.

Interactive teaching implies learning with action. It is characterized with a high level of inclusion of the pupil. The basics of interactive teaching can be found in constructivism, which interprets the learning as a process of reflection through personal experience. The interactive learning requires the teacher to play the role of a trainer and an assistant, who use their real experience and at the same time are supposed to have patience or expectations that pupils will achieve a certain level of quality (Musai, 2014). Zeiger (2014) pointed out that the role of the teacher implies

much more than standing before the pupils and only teaching. An effective teacher in instruction implies a large number of activities, which he/she performs in order to ensure that all the children receive quality instruction.

According to Lanier (2015), the most important task of the teacher is to make effort to enable well understandable teaching experience, which enables the pupils to resolve problems from the real life and demonstrate that they have learned great ideas, acquired good capabilities and fulfill the laws of the mind and the heart, complying with educational standards. Rice (2003) reveals that effective teacher highlight the importance of independence of the pupils and encourage them to express their imagination. Pupils are motivated to learn from contents or lessons adjusted to their interests and inspiration. This implies that the teachers have influence and responsibility for the formation of pupils as persons. With such an influence and responsibility, they feel great honour and joy. That is why all the teachers should strive to be effective teacher.

The teacher has the role to create a classroom environment. Students often mimic a teacher's actions. If the teacher prepares a warm, happy environment, students are more likely to be happy. An environment set by the teacher can either be positive or negative. The students sense the mode of the teacher; if the teacher is angry, they may react negatively hence the learning is impaired. The teacher acts a role model. Teachers typically do not think of themselves as role models, however, inadvertently they are. Students spend a great deal of time with their teacher and therefore, the teacher becomes a role model to them.

The teacher acts as a mentor. It can be intentional or not. It encourages the students to work hard to achieve the best. It can be positive or negative depending on the character of the teacher. The teacher can mentor learners by taking time to listen to them. By doing so, the students build courage.

The teacher should be aware of the elements that prevent good classroom interaction. By knowing them, the teacher will be able to avoid them hence create proper classroom interaction. For example, some teachers discourage students by criticizing their answers. Criticizing mostly shuts the students down hence affecting

the interaction negatively. Peer pressure or when some students have overpowering personalities that cause other students keep quiet in class.

Effective language teacher. Good English teachers are great at assessing the progress, strengths and weaknesses of their students. Only by assessing students properly can teachers help them to fill gaps in their knowledge and help them to learn best. Good English teachers keep on getting better throughout their careers. Teachers do much more than standing at the front of a classroom talking. They have an important responsibility to the progress and education of the pupils they teach, and this means a lot of assessment and administrative work (Wichadee, 2010). The ability to provide this highly customized support is a much needed skill today as we strive to make language learning more inclusive by addressing the needs of our student population who come from diverse social, cultural and linguistic backgrounds.

The relationship between language proficiency and effective teaching is fairly well established. Compared to those with a lower level of proficiency in the target language, more proficient language teachers have been shown to be more capable of providing rich language input, serving as a good model of language use, giving more accurate and appropriate feedback to students, providing more effective responses to student questions and using the target language to deliver lessons (Park & Lee, 2006). Moreover, higher proficiency language teachers are more able to improvise when their lesson does not go as was originally planned. They can quickly make adjustment midway in the lesson in order to keep the students engaged (Richards & Bohlke, 2011).

Harmer (2008) mentions that an effective language teacher should have sufficient knowledge of the language and appealing information. They should also be passionate and enthusiastic in their teaching and be able to effectively explain the use of the language (e.g., grammar, pronunciation, and vocabulary) to students. Brown (1994, p. 428) believed effective language teacher should have received “competent preparation leading to a degree in TESL” and be imbued with a “feeling of excitement about one’s work.” Brown also discussed the importance of understanding and adapting to different cultures and the desire to upgrade teaching skills. Both Kral (1988) and Shulman (1987) emphasized the importance of teachers effecting on their own teaching. Shulman considered it essential for teachers to look “back at the

teaching and learning that has occurred” for it is through the processes of rethinking, analyzing, and reconstructing teaching steps that a professional learns from experience.

Tsui (2003) also emphasized the importance of teachers’ skills, including how expert teachers conduct lesson planning, respond to classroom events, improvise during teaching, and solve problems that occur during teaching.

Borg (2006) requested language teachers to identify distinctive features of effective language teacher which distinguish them from teachers of other subjects: having more communication in the classroom; exhibiting creativity, flexibility, and enthusiasm; and employing a more diverse teaching methodology were believed to be characteristics unique to effective language teacher.

Characteristics of good EFL teacher. Effective teacher have been described as 'active' teachers who make maximum use of instruction time, present material in ways to meet student needs, monitor programs and progress and plan opportunities for students to apply newly acquired concepts and skills (Wichadee, 2010).

Teachers can have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. Students often rely on their university professors as a source of advice on their education and careers. Pettis (1997) identified three main characteristics for a professionally competent teacher. According to her, an effective teacher must firstly be principled and knowledgeable in addition to being skillful. Secondly, professional needs and interests of an effective language teacher must change over time and develop during his/her teaching. Thirdly, a teacher must be personally committed to his/her professional development (Wichadee, 2010).

Different views of language teaching lead to different views as to what the essential skills of teaching are, and to different approaches to the preparation of teachers. Students do know how teachers feel about them. If they think you don't care for them, you have already lost them. “The aim of teaching is simple: it is to make students’ learning possible...To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students’ learning” (Ramsden, 1992, p. 124).

Kounin (1970) defines 'effective teacher' as those who "accurately handle inappropriate student behavior, manage competing or developing events, more smoothly through instruction, maintain appropriate pacing, and maintain a group focus"(p.147). According to Kounin (1970) the abilities accepted from an effective teacher are the ability to handle student misbehavior appropriately, to create and manage a stimulating competitive environment, to give clear instruction to pace and maintain a focused group work. He also points out that the most specific feature of an effective teacher is to keep students focused on learning and to reduce classroom disruption.

Many studies have investigated the characteristics of effective teacher which most strongly influence students' learning and achievement (Demmon Berger, 1986, Witcher et al., 2001). These studies asked students to identify effective teacher characteristics by means of self-report questionnaires or interviews. Stricland (1998) rather than defining ' the characteristics of an effective teacher ', has described 'bad teachers ' and referred to them as teachers who lack field knowledge and good classroom control, who cannot discover the learning problems of learners, who have obsessions on teaching and do not have certain goals. An effective teacher should also motivate the learners. In Walter (2000, cited in MelekKoc, 2012), it is indicated that giving students more control over the learning process increases motivation. Similarly, Dickinson (1987) comments as follows: "If the learner is prevented from using the favoured techniques, this is likely to seem to her to reduce her learning effectiveness and so be de-motivating (p.193).

Teachers have longlasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. Students often rely on their university professors as a source of advice on their education and careers.

Effective teacher know that by listening to and working with colleagues, parents, other professionals and community members, they can inspire students and improve their learning. Everybody wants to have an ideal teacher while studying somewhere. However, when it comes to a definition of a perfect teacher it appears to be not so easy to give it, because different teachers are successful in different ways. For example, some are easy-going and charismatic, while others are quiet and not very sociable but in spite of the difference in personalities, all effective teacher have

some common qualities that help them to become the best ones (Radmacher& Martin, 2001).

Paths teachers can follow to grow and improve. First of all, perfect teachers must be knowledgeable. They must know a lot about the subject they are teaching and be able to help students understand, by explaining concepts thoroughly and being able to answer all questions accurately. This characteristic is very important and seems to be a vital element contributing to the development of students. One of the best known conceptualizations of what teachers know is that of Shulman (1987) who defines teachers' knowledge as: content knowledge, pedagogic content knowledge (the ability to contextualize, situate, and personalize the content for the learners), general pedagogic knowledge (principles and strategies of classroom management and organization regardless of content matter, curriculum knowledge materials and programs that are the 'tools of trade' for teachers, knowledge of learners and their characteristics, knowledge of educational contexts, and contexts the group, the classroom, the district, the community, Knowledge of educational ends, purposes and values.

Then, effective teacher should be motivating. Effective teacher always succeed in inspiring their students both in class and out of class. Teachers have the power to inspire, through their attitudes, actions, and even through the lessons or activities they engage students in. Patience is also one of the most important qualities. Teachers should remember that every student is different. For instance, some are different in backgrounds, cultures, and believes. Even children from the same culture still differ in personalities, which will reflect their learning abilities. So effective teacher must understand that and take it into consideration. Being a teacher is a hard job, but being a dedicated teacher requires more outstanding personalities. Without being knowledgeable, motivating, and patient, one can't be an effective teacher (Kumaravadivelu, 1992).

The teacher should be gentle and fair in dealing with all students. As Wichadee (2010) stated teacher should be a strong role-model who would instill a lifelong impression in the minds of students both in pedagogy and demeanor. Henry (1985) cited in Crawford (2004), noted that "An effective teacher affects eternity; he can never tell where his influence stops." (p. 172).

Teaching style and important qualities. Although every teacher has their own special, unique style, there are still specific qualities that we should possess to be called an effective English teacher. Important personal qualities for English teachers include knowledgeable about the subject matter, accessible, can build caring relationships with students, fair and respectful, and passionate (Pachina, 2019).

Knowledge of the subject. The first personal quality that an English teacher should possess is being knowledgeable about the subject matter, or in this case, English. It's obvious that, if you are going to teach a subject, you should know a lot about the subject. Especially in an EFL classroom, your students will mostly rely on you because the teacher is their main source of knowledge (Witcher, 2003). They want a competent teacher and a competent teacher possesses a mastery of the subject. Also, there are circumstances of students being motivated and inspired by teachers whose love of the subject they teach is so intense that it inspires students to pursue the subject themselves when they go to university.

Being approachable. The second one is being accessed. Being accessible is also very important. Being accessible means you are approachable and very easy to reach. Since English is not their native language, expect that your students will ask you a lot of questions and you have to make sure that you are very much willing to listen and answer their questions (Witcher, 2003). If the teacher is not friendly and unapproachable, a lot of questions won't be answered because students will be shy and hesitant to ask. The best teachers are welcoming and easy to approach.

Being caring. Third, a good English teacher should have the ability to build caring relationships with students. In teaching, knowledge about the subject matter is not enough. Mostly, learning would be impossible if students aren't comfortable inside the classroom. If your students feel that you care for them, they will probably perform better because they can feel the support that you are willing to give them. Great teachers not only care about their job but also the welfare of their students.

Being respectful. The next one is being fair and respectful. In some circumstances, you will have multilingual classes wherein students are from different countries. In that case, a good English teacher should be sensitive to cultural differences and traditions of his or her students and should not favor students just

because of their race. Students should feel safe and welcomed. Students will most likely do better in the classroom when they know that they can get equal chances from the teacher.

Being passionate. Lastly, a good English teacher is passionate. The most important value an English teacher should have is passion. Especially, you will be facing students every day having different cultures and styles of learning. We can change and improve ourselves every day just like how we try to improve our students.

Review of Related Empirical Studies

Review of empirical literature is one of the crucial aspects of any research work. It is the process of collecting and analyzing the relevant empirical works in order to find the gap in knowledge and also for getting insights into the methods and procedures of the research.

Chung Lin (2009) studied on Exploring Characteristics for Effective EFL Teachers from the Perceptions of Junior High School Students in Tainan. The purpose of this study was to investigate junior high school students' perceptions of the characteristics of effective English teachers. This study emphasized on: (1) junior high school students' general perceptions about English teacher characteristics, (2) whether gender has an effect on the perceptions, and (3) whether students with different academic achievement perceive differently in terms of characteristics for effective English teachers. This study was conducted via a questionnaire with 198 junior high school students in Tainan area. The findings of the study indicated that students generally perceived teachers' personality and teacher-student relationship as more important characteristics than those of instructional competence. Being enthusiastic in teaching, friendly, open-minded, respecting students and caring about students were the most important characteristics of effective English teachers. Although mastering English was considered as an important characteristic, conducting lessons in English was not in favor.

Liando (2010) discussed the perspectives of students and teachers in a university setting about best teacher characteristics. This is viewed through the perspectives of students and teachers regarding their perceptions of qualities of English teachers, and teachers' immediacy behavior – verbal or non-verbal - as

predictors of student academic motivation. In this study, 126 students and 28 teachers in the English department at State University of Manado, Indonesia were involved. From the questionnaire, this study proved that a teacher was important personnel in EFL teaching. Both teacher and students believed that an effective teacher should display personal and academic attitudes. Both parties also considered that there were certain verbal and nonverbal immediacy behaviors teachers performed which could be the source of motivating as well as demotivating the students. This study is expected to give understanding of how teaching English in a foreign language context can be better.

Dincer, et al.(2013) studied on Common characteristics of an effective English language teacher. The aim of this study was to present a literature review about the features of an effective English language teacher by comprising of the common characteristics in the studies and to give some pedagogical suggestions for English language teachers on how to increase their effectiveness in the classroom. Therefore, over 30 studies conducted in foreign language education area were overviewed and main characteristics of an effective English language teacher mostly cited in these studies were categorized under four headings. These four categories are as follow: socio-affective skills, pedagogical knowledge, subjectmatter knowledge and personality characteristics. Findings showed that an English language teacher should have socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities for better language teaching and learning. In addition, an effective English language teacher should have a balanced combination of these four main aspects.

Mahrooqi et al.(2015) examined the characteristics of good EFL teachers in the Omani high school context as perceived by Omani students and teachers working in the context. To achieve this, 171 Omani students and 233 English teachers 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 effective teacher characteristics and differences between students' and teachers' responses. Results indicate that Omani students and teachers generally agree 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 the use of technology were relatively unimportant. Implications of these findings for EFL teaching in Oman are discussed.

Ahangari&Zamani (2016) studied on Characteristics of an Effective English Language Teacher (EELT) as Perceived by Learners of English. The purpose of this study was to characterize and investigate qualities of an effective English language teacher (EELT) as 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 60 foreign language learners at Azad University of Tabriz. The collected data were statistically analyzed. The results showed that students expect a good English teacher to have the ability to develop proper relationships with students, ability to build students' confidence, ability to maintain discipline in the classroom as the most important points. The findings of the present study have some useful implications for language teachers to know more about the perceptions and opinion of the students about themselves.

Nontin (2016) studied on Students' Perception of Good English Teachers' Characteristics: A Case Study at Smk Perintis 29 Ungaran. This study aimed to investigate of good English teachers' characteristics perceived by students of SMK Perintis 29 Ungaran. The objective is to find out the students' perception of good English teacher with respect to technical knowledge, pedagogical skills, interpersonal skills and personal qualities. This is descriptive research. Design of the research uses case study. The data were taken by observation, interview and questionnaire, and then analysed by qualitative. It uses triangulation technique. The findings of this study showed that the characteristics of good English teachers with respect to technical knowledge are master of English language, understand teaching methodology, can teach clearly, know about students, ability and understand the close connection between language and culture. Good English teachers' personal qualities who are good figure, kind and religious person, discipline, patient, have nice habit, attitude and behaviorism, always maintain their quality and enthusiasm in teaching. From the open ended questionnaire and in-depth interview result indicated that females'

perception of good English teachers' characteristics are more on cognitive but male on affective aspect.

Khan, et al. (2017) studied on 'Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success. The study sought to assess the perception of students regarding the role of teacher communication skills in their academic success. Comprehensive questionnaire carrying information including social economic and demographic aspects of the study was designed by the researcher to achieve the set objectives. All those universities where sports sciences & physical education programs were offering were taken as population of the study. The empirical data regarding the role of a teacher communication skills in students' academic success were obtained from (418, thirty percent 30 from each university) samples of 14 universities of Pakistan. . The data was collected from the respondents through personally contact and by using the developed scale. After collection of data, the data was finally classified in the form of tables and regression was employed for the analysis of data. After analysis of data the researcher arrived at conclusion that teacher communication skills have significant role in the academic achievement of the students

Azkiyah, et al. (2018) conducted a research on Students' perspective on the impact of English teacher development programs on teaching quality in Indonesia. Pertanika. This paper compares two approaches of improving teaching quality through a one-year experimental study involving two experimental groups and one control group. The first is the use of education standards and the second is the use of education standards combined with a teacher development program. Teaching quality was measured in four variables: Building classroom as a learning environment (CLE), instruction, questioning, and orientation. In this study, 1255 students and 45 teachers from 43 junior secondary schools in two provinces of Indonesia voluntarily participated. Multilevel modeling was employed and the results indicate that both interventions have significant effects on the outcomes. However, as expected, the second intervention is significant in all variables and has larger effects, whereas the first intervention is significant only in two variables: CLE and questioning. The findings of this research imply the need to have clear and concrete education

standards and to enhance these education standards with training sessions to facilitate better teaching.

Febriyanti (2018) studied on Investigating English Department Students' Perceptions about a Good English Language Teacher. This present study aims at investigating and describing the qualities or the characteristics of a good English teacher based on the learners' perceptions. The population for this study are the students of English Department of FKIP Lambung Mangkurat University Banjarmasin in three batches (batch 2015, 2016, and 2017), and when the time data collected they were at the sixth, the fourth and the second semester. The questionnaire given is in the form of close-ended questions and analysed quantitatively. The findings of this study are expected to help teachers to reflect or evaluate themselves and refresh their teaching practice when necessary, as well as for their own improvement and further professional development.

Mohammaditabar, et al. (2020) studied on Qualities of a Good English Language Teacher from the Perspectives of Textbook. This research aimed to unearth the qualities in question by employing a qualitative multi method approach. To this end, 23 randomly selected standard language teaching textbooks were analyzed by two coders using qualitative content analysis. The judiciously adopted codes from the analysis were employed to design and carry out semi-structured interviews with nine effective language teachers as well as ten good learners nominated via purposeful sampling. The data gleaned from the semi-interviews were once again analyzed through qualitative content analysis. The collective initial coding of the three datasets resulted in thirteen themes: knowledge of pedagogy, rapport, critical thinking, empathy, rhetoric, knowledge of subject matter, enthusiasm, respect, humor, consciousness, fairness, authenticity, and physical attributes. Conducting a second-level coding, we uncovered two broad themes, namely personality and professionalism with the former being significantly weightier collectively.

Adriano and Alexander (2022) studied on Characteristics of Effective English Language Teachers: Student and Teacher Perspectives at a Thai. This study investigated students' and teachers' perceptions of the characteristics of effective English language teachers in the Thai cultural context. A survey comprising 68 Likert-scale items was administered to students ($n = 124$) and teachers ($n = 11$) in the

intensive English program (IEP) of a Thai university. The survey measured the participants' perception of the characteristics of effective teacher in seven areas: general characteristics, affective variables, knowledge about students, pedagogical knowledge, content knowledge, knowledge about classroom management, and professional development. A comparison of the responses showed a statistically significant difference between the median responses of teachers and students in three areas: affective variables, knowledge of students, and professional development. In all three areas, students ascribed a higher level of importance. These findings have implications for teachers, who may underestimate the value that their students place on the personal and affective aspects of education and on professional development.

Implications of the review for the study

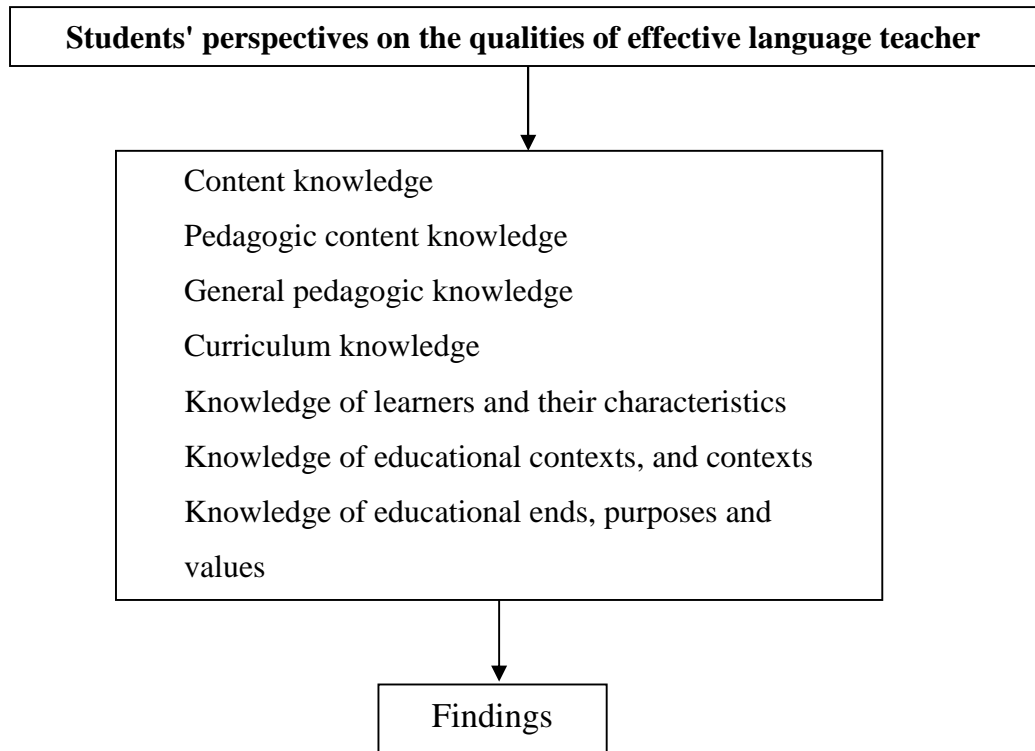
Review of related literature is a must for conducting any type of research work. In order to support my study, I have collected and critically reviewed different books, journals, articles and unpublished theses which helped me developing theoretical and conceptual framework for this research. Similarly, those documents provided me valuable ideas, information and guidelines for conducting this study.

The study of (Treko, 2013) helped me to conceptualize about learning English language. A study by Martin, Mottet & Myers (2000). Martin et al. (1999) Musai (2014). Zeiger (2014), Lanier (2015), Park & Lee (2006). And Richards & Bohlke (2011) helps to develop theoretical framework and conceptual framework. Moreover, the researcher got ideas to decide research design, specifying the objective of the study, determine selection of the research tools, data collecting procedures, analysis and interoperate state and etc. to say in a single sentence they helped the researcher in all aspects of the study.

In the same way, Dincer, et al. (2013) Ahangari & Zamani (2016) Azkiyah, et al (2018) Mohammaditabar, et al. (2020) Dahal (2020), Gautam (2021) and Adriano and Alexander (2022) provided me theoretical and methodological insight and tools for data collection. These empirical literatures provided the researcher clear idea about effective teacher and narrative study.

Conceptual Framework

Conceptual framework of a research refers to the presentation of the main ideas, theories and procedures of the study being carried out. Thus, it is very crucial for the researcher to conduct research in a systematic and logical way. Here, the main ideas and procedures of this study are presented diagrammatically as follows:



(Source : Nontin (2016))

Teacher's knowledge about the subject matters, other characteristics of the teacher such as teaching skills, teaching styles and personal traits will also impact the students' learning attitudes, motivation and the learning outcomes to some extent. The teacher seems to take the key role in facilitating the students' learning and the characteristics of the teacher may influence the students' learning process to some extents well to make their teaching activities more effective.

Chapter-III

Methods and Procedures of the Study

This chapter deals with methodology which was used in the study. This section includes the design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, and data analysis procedure.

Design of the Study

There are many research designs for carrying out the research. The research design is to be selected on the basis of topic, selected objectives to be met and problems to be addressed. Research design is a procedure plan for doing research.

This study was based on survey research design. Survey research design is a design that is most commonly used in educational researches. Survey research is a descriptive research which studies large and small population. It is mostly commonly used method of investigation in educational research survey research can be carried out either by a group of researchers or by an individual. Surveys are widely used for collecting data in most areas of social inquiry, from politics to sociology, from education to linguistics. Survey research is always done in natural setting. It is mainly carried out to find out people's attitudes, opinions and the specified behaviour on certain issues, phenomena, event/situations. Survey data are collected through questionnaires or interviews, test scores, attendance rates, results of publication exams, attitude scales etc. Surveys are useful for gathering faculty information, data on attitudes and preferences, beliefs and predictions, behaviours and experiences of both past and present.

Population, Sample and Sampling Strategy

This research was conducted to investigate the qualities of effective English language teacher as perceived by English language learners at secondary level. The sample should be representative of the population to ensure that we can generalize the findings from the research sample to the population as a whole. I selected Kathmandu district because of access ease and reciprocity with the participants. All secondary level schools of Kathmandu district and all secondary level students contributed population

of my research. Among the total students only 40 students were included in this study as a sample. They were selected through convenience sampling procedure.

Sources of Data

Data was collected by using various sources: primary and secondary. In this study, I collected the data by using primary and secondary sources. For the factual data or information primary source was used and to expand further theoretical information about “Qualities of good English language teacher” For reader secondary sources were used. As sources of data I used both primary and secondary sources. To fulfill the objectives of the study I used following sources;

Primary Sources of Data

As the primary data, the researcher collected data from open and close ended questionnaire. The researcher also interviewed with forty secondary students. So, the 40 students were primary sources.

Secondary Sources of Data

Secondary sources were different research works, articles, and books, national and international journals. The secondary sources were: (Treko, 2013), Martin, Mottet & Myers (2000), Martin et al. (1999), Musai (2014), Zeiger (2014), Lanier (2015), Park & Lee (2006), Richards & Bohlke (2011), Dincer, et al (2013) Ahangari & Zamani (2016) Azkiyah, et al (2018), Ohammaditabar, et al. (2020), Dahal (2020), Gautam (2021) and Adriano and Alexander (2022).

Research Tools

There are different tools to collect data from the selected population. The data plays a crucial role to reach to the solution that comes from the analysis and interpretation in order to collect the data required for this study. For data collection purpose, I used a set of questionnaire and observation checklist as the data collection tools. Observation checklist was used as a tool of data collection for the fulfillment of specified objectives. It includes teachers content knowledge, Pedagogic content knowledge, General pedagogic knowledge, curriculum knowledge, knowledge of

learners and their characteristics, knowledge of educational contexts, and contexts and knowledge of educational ends, purposes and values etc.

Processes of Data Collection

I adopted the following processes as to collect the data.

- i. At first, I visited the selected secondary schools and talk to the authorities to get permission and explain briefly on the purpose and process of the research.
- ii. Then, I established rapport with concerned teachers and students.
- iii. Using purposive sampling procedure, I selected the population required for my study.
- iv. Then, I distributed the questionnaires.
- v. Finally, I collected questionnaire after allocate time and I thanked the informants and other school authority for their kind co-operation.

Data Analysis and Interpretation Procedures

Data were collected has been analyzed by using qualitative and quantitative methods. Qualitative research is a type of social science research that collects and works with non-numerical data and that seeks to interpret meaning from these data that help us understand social life through the study of targeted populations or places. Quantitative methods emphasize objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques.

Ethical Considerations

Ethical consideration is important matter in the research. Every respondent has their right to privacy. It is necessary to inform the purpose of study and value of their participation in it. They must be sure that there is no any harm in their personal career and also in institutional reputation and so can provide sufficient data. So, ethical consideration is highly required.

While collecting data and after the completion of the study, the ethical considerations were kept in mind which is essential in the research works. My research made for academic purpose. Thus, the findings and data was not misuse. Before taking an interview, I took informed consent from my respondents. I clarified my purpose and built the rapport with them. In the same way, I ensured them that their names, address and responses were kept confidential. The data protected and there was no rise of experimentation and data manipulation. To conceal the identity of the participant, I used their pseudonyms in my research.

Chapter IV

Analysis and Interpretation of the Data

This section provides the analysis and interpretation of the data collected from the primary sources. In this chapter, the systematically collected data were analyzed and interpreted using appropriate tools to fulfill the aforementioned objectives. The main objectives of this study is to investigate qualities of effective English language teacher as perceived by English language learners. So, the data obtained from the field have been analyzed properly and the results have been interpreted in a comprehensive way.

Students' Perceptions on qualities of effective English teacher

Teachers are keys in language teaching. Teachers' characteristics in teaching learning process have important role to help students in learning language. Teachers do not simply transfer the knowledge but also have to understand students need. Students' perceptions are organized into the following themes:

Perceptions' on Organization and Communication Skills

Teacher has to teach the students having different thinking approaches. To teach in accordance with the ability and capability of the students a teacher need to adopt such skills of communication which motivate the students toward their learning process (Sng Bee, 2012). Effective communication skills of teacher are the basic need of academics success of students, and professional success of life.

Teacher communicates more instructions orally in classroom to students. Teacher with poor communication skills may cause failure of students to learn and promote their academic skills. Student need to understand that what is right, and what is wrong while it totally depend upon the communication skills of teachers which he adopt in class room. Effective communications minimize the potential of unkind feeling during the process of teaching. For learning the learner must be attentive toward their teacher during the lecture. Loss (2000), recommended that teacher should be communicate in clear and understandable manner.

Participants' were asked to note 15 statements regarding organization and communication using Likert scale. The students' perceptions on organization and communication skills of effective teacher are presented in the table 1:

Table 1

Students' perceptions on Organization and Communication Skills

S. N.	Description	SA		A		D		SD		T
		N	P	N	P	N	P	N	P	
1	Ability to guide and train students towards independent learning	22	55	12	30	2	5	4	10	40
2	Use easy language to aid student understanding	24	60	10	25	3	7.5	3	7.5	40
3	Ability to make courses interesting and being smart to deviate attention of students.	28	70	8	20	3	7.5	1	2.5	40
4	Ability to plan the lessons clearly and also state the objectives of the lesson clearly	23	57.5	12	30	-	-	5	12.5	40
5	Encourage students to use the English language all the time in class	27	67.5	12	30	-	-	1	2.5	40
6	Stress the most important points and providing detailed explanations while reading and listening	30	75	8	20	-	-	2	5	40
7	Ability to analyze students' needs	33	82.5	6	15	0	0	1	2.5	40
8	Ability to make/ stimulate students to interact/communicate with each other	31	77.5	7	17.5	0	0	2	5	40
9	Effective communication skills	40	100	-	-	-	-	-	-	40
10	Ability to prepare teaching/learning appropriate material	28	70	10	25	1	2.5	1	2.5	40
11	Prepare the lesson well and using class time wisely	25	62.5	14	35	1	2.5	-	-	40
12	Using the students' native language when necessary	21	52.5	14	35	3	7.5	2	5	40
13	Maintain effective classroom atmosphere using authority, if necessary	23	57.5	12	30	2	5	3	7.5	40
14	Provide opportunities to use English through meaningful tasks and activities	27	67.5	8	20	3	7.5	2	5	40
15	Be helpful to students in and outside the classroom	26	65	13	32.5	1	2.5	-	-	40

The table 1 shows student's perceptions on organization and communication skills. Among them, the majority of the students strongly agreed i.e. 55% and agreed i.e. 30% with the statement that effective teacher have ability to guide and train students towards independent learning. Thus, 85% participants agreed that effective teacher have able to guide and train student towards independent learning. It shows that in the perception of students effective teacher avoid possess the quality of guiding students for independent learning.

Similarly, quality of teacher is use easy language to aid student understanding where majority is strongly agreed that is 60% and agreed that is 25%. Thus, 85% participant agreed that effective teacher should be used easy language to aid student understanding.

Likewise, in the statement of ability to make courses interesting and being smart to deviate attention of student, majority of the students strongly agreed i.e. 70% and agreed i.e. 20%. Thus, 80% participants agreed that effective teacher should be able to make courses interesting and being smart to deviate attention of students. In the same way, in ability to plan the lessons clearly and also state the objectives of the lesson clearly majority of the students strongly agreed i.e. 57.5% and agreed i.e. 30%. Thus, 87.5% participants agreed that effective teacher should be able to plan the lessons clearly and also state the objectives of the lesson clearly.

Similarly, in the statement of encourage students to use the English language all the time in class, majority of the students strongly agreed i.e. 67.5% and agreed i.e. 30%. Thus, 97.5% participants agreed that effective teacher should be able to encourage students to use the English language all the time in class. Further, in the statement of stress the most important points and providing detailed explanations while reading and listening, majority of the students strongly agreed i.e. 75% and agreed i.e. 20%. Thus, 95% participants agreed that effective teacher should be able to stress the most important points and providing detailed explanations while reading and listening.

In the same way, in the statement of ability to analyze students' needs, majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to analyze students' needs

majority of the students. In addition, in the statement of ability to make/ stimulate students to interact/communicate with each other, majority of the students strongly agreed i.e. 77.5% and agreed i.e. 17.5%. Thus, 95% participants agreed that effective teacher should be able to make/ stimulate students to interact/communicate with each other. Similarly, in the statement of effective communication skills, all of the students strongly agreed i.e. 100%. Likewise, in the statement of ability to prepare teaching/learning appropriate material majority of the students strongly agreed i.e. 70% and agreed i.e. 25%. Thus, 95% participants agreed that effective teacher should be able to prepare teaching/learning appropriate material.

Similarly, in the statement of prepare the lesson well and using class time wise, majority of the students strongly agreed i.e. 62.5% and agreed i.e. 35%. Thus, 97.5% participants agreed that effective teacher should be able to prepare the lesson well and using class time wisely. Likewise, in the statement of the statement of the students' native language when necessary majority of the students strongly agreed i.e. 52.5% and agreed i.e. 35%. Thus, 87.5% participants agreed that effective teacher should be able to use the students' native language when necessary. Furthermore, maintain effective classroom atmosphere using authority, if necessary majority of the students strongly agreed i.e. 57.5% and agreed i.e. 30%. Thus, 87.5% participants agreed that effective teacher should be able to maintain effective classroom atmosphere using authority, if necessary.

Similarly, in the statement of provide opportunities to use English through meaningful tasks and activities, majority of the students agreed i.e. 67.5% and agreed i.e. 20%. Thus, 87.5% participants agreed that effective teacher should be able to provide opportunities to use English through meaningful tasks and activities. On behalf of be helpful to students in and outside the classroom majority of the students strongly agreed i.e. 65% and agreed i.e. 32.5%. Thus, 97.5% participants agreed that effective teacher should be able to be helpful to students in and outside the classroom.

The information presented in the table above shows that the students had responded on all the options given for them to respond on. However, most of the responses were of positive type. Many of them have either strongly agreed or agreed the options which mean they supported the views (opinions) positively in favor of them. In some cases, they disagreed the view which means they were not in favor of

them. Furthermore, in some other fewer cases, the respondents were neutral (having no response) which means they neither can support nor can oppose the given points.

The present table indicated that majority of the students opined that they learn well from those teacher who has effective communication skills or who adopt effective communication skills while dealing inside and out of the institution. The present study indicated that effective teaching not only depends upon the knowledge base of the teacher but also it is related with method and style of teacher communication skills. It was concluded by the researcher that organization and communication skills of a teacher having significant role in the academic success of the students. Therefore it is necessary for a teacher to adopt effective communication skills while teaching to the students.

Perception of Students on Pedagogical Knowledge

Pedagogical knowledge is the teacher's deep understanding of the processes and practices or method of teaching and learning. The pedagogical 'knowledge base' of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments. Research suggests that this knowledge can be studied. Identifying the content of this knowledge base, however, is a complex issue. Conceptualising teacher knowledge is a complex issue that involves understanding key underlying phenomena such as the process of teaching and learning, the concept of knowledge, as well as the way teachers' knowledge is put into action in the classroom. Teacher quality is an important factor in determining gains in student achievement, even after accounting for prior student learning and family background characteristics. Teacher quality is the pedagogical knowledge of teachers. Pedagogical knowledge refers to the specialized knowledge of teachers for creating effective teaching and learning environments for all students.

Effective use of teachers' pedagogical knowledge includes planning of instruction to support the information delivery, construction of safe and supportive learning environment where students can self-regulate and focused on the acquisition and elaboration process of their new knowledge, and non-punitive assessment methods to measure students' individual learning processes. The knowledge dynamics of teaching profession have already changed when the information era began. Today

teacher learning should focus on all areas of pedagogical knowledge, emphasize connecting research to practice, and support teachers' ownership of their practice.

The students' perceptions on pedagogical knowledge of effective teacher are presented in the table 2 below:

Table 2
Students' Perceptions on Pedagogical Knowledge

S. N.	Description	SA		A		D		SD		T
		N	P	N	P	N	P	N	P	
1	Focus on learning outcomes and growth, not content taught	27	67.5	12	30	0	0	1	2.5	40
2	Use various materials including video, audio, and multimedia	28	70	10	25	1	2.5	1	2.5	40
3	Promote communicative language learning through activities & discussion	29	72.5	10	25	0	0	1	2.5	40
4	Be flexible with grading	33	82.5	6	15	0	0	1	2.5	40
5	Motivate students by supporting their self-efficacy	28	70	11	27.5	0	0	1	2.5	40
6	Assess what students have learned rationally	31	77.5	8	20	0	0	1	2.5	40
7	Develop students' language skill through working in pairs or groups	32	80	6	15	1	2.5	1	2.5	40
8	Control over the learning process	28	70	10	25	1	2.5	1	2.5	40
9	Encourage the students to learn English outside the classroom	25	62.5	14	35	0	0	1	2.5	40
10	Avoid direct criticism of students when they make errors	24	60	15	37.5	0	0	1	2.5	40
11	Praise students for effective ideas or for their effort	22	55	13	32.5	1	2.5	3	7.5	40
12	Teach subject matter in ways that are accessible to all learners and vary his/her delivery methods if necessary	23	57.5	13	32.5	1	2.5	2	5	40
13	Provide constant feedback	27	67.5	10	25	1	2.5	2	5	40
14	Ability to explain vocabulary and grammar and use relevant real world examples in lessons	30	75	8	20	1	2.5	1	2.5	40
15	Ability to set tasks with clear outcomes	33	82.5	6	15	0	0	1	2.5	40

The table 2 shows students' perceptions on pedagogical knowledge. Among them majority of the students strongly agreed i.e. 67.5% and agreed i.e. 30% with the statement that effective teacher should have ability to focus on learning outcomes and growth, not content taught. Thus, 97.5% participants agreed that effective teacher should be able to learning outcomes and growth, not content taught. Likewise, in the statement of use various materials including video, audio, and multimedia, majority of the students strongly agreed i.e. 70% and agreed i.e. 25%. Thus, 95% participants agreed that effective teacher should be able to use various materials including video, audio, and multimedia.

Similarly, in the statement of promote communicative language learning through activities & discussion majority of the students, strongly agreed i.e. 72.5% and agreed i.e. 25%. Thus, 97.5% participants agreed that effective teacher should be able to promote communicative language learning through activities & discussion. Similarly, in be flexible with grading majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to be flexible with grading. Furthermore, in the statement of motivate students by supporting their self-efficacy, majority of the students strongly agreed i.e. 70% and agreed i.e. 27.5%. Thus, 97.5% participants agreed that effective teacher should be able to motivate students by supporting their self-efficacy.

In the same way, in the statement of assess what students have learned rationally, majority of the students strongly agreed i.e. 77.5% and agreed i.e. 20%. Thus, 97.5% participants agreed that effective teacher should be able to assess what students have learned rationally. Likewise, in the statement of develop students' language skill through working in pairs or groups, majority of the students strongly agreed i.e. 80% and agreed i.e. 15%. Thus, 95% participants agreed that effective teacher should be able to develop students' language skill through working in pairs or groups. Similarly, in the statement of students have some control over the learning process, majority of the students strongly agreed i.e. 70% and agreed i.e. 25%. Thus, 95% participants agreed that effective teacher should be able to control over the learning process.

Likewise, in the statement of encourage the students to learn English outside the classroom, majority of the students strongly agreed i.e. 62.5% and agreed i.e.

35%. Thus, 97.5% participants agreed that effective teacher should be able to encourage the students to learn English outside the classroom. In the same way, in the statement of avoid direct criticism of students when they make errors, majority of the students strongly agreed i.e. 60% and agreed i.e. 37.5. Thus, 97.5% participants agreed that effective teacher should be able to avoid direct criticism of students when they make errors. Likewise, in the statement of praise students for effective ideas or for their effort, majority of the students strongly agreed i.e. 55% and agreed i.e. 32.5%. Thus, 87.5% participants agreed that effective teacher should be able to praise students for effective ideas or for their effort. Similarly, in the statement of teach subject matter in ways that are accessible to all learners and vary his/her delivery methods if necessary majority of the students strongly agreed i.e. 57.5% and agreed i.e. 32.5%. Thus, 90% participants agreed that effective teacher should be able to teach subject matter in ways that are accessible to all learners and vary his/her delivery methods if necessary.

In the same way, in the statement of provide constant feedback, majority of the students strongly agreed i.e. 67.5% and agreed i.e. 25%. Thus, 92.5% participants agreed that effective teacher should be able to provide constant feedback. Likewise, in the statement of ability to explain vocabulary and grammar and use relevant real world examples in lessons, majority of the students strongly agreed i.e. 75% and agreed i.e. 20%. Thus, 95% participants agreed that effective teacher should be able to explain vocabulary and grammar and use relevant real world examples in lessons. Furthermore, in the statement of ability to set tasks with clear outcomes, majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to set tasks with clear outcomes.

The data presented in the table above show that students were against any sorts of physical and/or mental punishment given to them. As their opinion is concerned, the teacher is not an effective one who favors punishment. Similarly, an effective teacher should give feedback to the students. This study also indicated that student factors are part of, and interdependent with, the teaching learning process. A teacher's knowledge goes beyond a mere knowledge of content and classroom management, and should also include knowledge of learners and learning. The pedagogical knowledge base of teachers includes all the required cognitive knowledge for creating effective teaching and learning environments.

Perception of Students on Socio-affective skills

English teachers need to have socio-affective skills, to be able to interact with their students and manage the educational process learning effectively. This characteristic refers to cases such as in establishing positive relations in cooperation with the students and showing interest in learners. Socio-affective strategies are the ones that are non-academic in nature and deal with intriguing learning through setting up a level of empathy between the instructor and student. Socio-affective strategies strongly take into account the student's relation to society as a whole ranging from family to the global community.

The student's perceptions on socio-affective skills of effective teacher are presented in the table 3 below:

Table 3

Students' Perceptions on Socio-affective skills

S.N.	Description	SA		A		D		SD		Total
		N	P	N	P	N	P	N	P	
1	Have an interest in students, for example, address individual students by name	29	72.5	10	25	0	0	1	2.5	40
2	Be neat and tidy in appearance	25	62.5	12	30	1	2.5	2	5	40
3	Ability to make courses interesting and motivate students	25	62.5	13	32.5	1	2.5	2	5	40
4	Alleviate students' anxiety in class	27	67.5	12	30	0	0	1	2.5	40
5	Listen to students' points of view and opinions and let them express themselves	31	77.5	7	17.5	0	0	2	5	40
6	Be approachable and friendly	33	82.5	6	15	0	0	1	2.5	40
7	Be patient	35	87.5	4	10	0	0	1		40
8	Treat students fairly and equally	30	75	7	17.5	1	2.5	2		40
9	Be punctual	28	70	10	25	1	2.5	1	2.5	40
10	Have an effective sense of humor	25	62.5	13	32.5	0	0	2	5	40
11	Ability to develop proper relationships with students	26	65	13	32.5	0	0	1	2.5	40
12	Ability to build students' confidence	33	82.5	6	15	0	0	1		40
13	Not lose temper and get angry	35	87.5	4	10	0	0	1	2.5	40
14	Be flexible and open to criticism	32	80	5	12.5	1	2.5	1	2.5	40
15	Be polite and respect the personality of the students	29	72.5	10	25	0	0	1	2.5	40

The table 3 shows about student's perceptions on socio-affective skills. Among them majority of the students strongly agreed 72.5% and agreed 25% with the statement that effective teacher should have an interest in students, for example, address individual students by name. Thus, 97.5% participants agreed that effective teacher should be able to have an interest in students,

Similarly, in the statement of neat and tidy in appearance majority of the students strongly agreed i.e. 62.5% and agreed i.e. 30%. Thus, 92.5% participants agreed that effective teacher should be able to be neat and tidy in appearance. Likewise, in the statement of ability to make courses interesting and motivate students, majority of the students strongly agreed i.e. 62.5% and agreed i.e. 32.5%. Thus, 95.5% participants agreed that effective teacher should be able to make courses interesting and motivate. In the same way, in the statement of alleviate students' anxiety in class, majority of the students strongly agreed i.e. 67.5% and agreed i.e. 30. Thus, 97.5% participants agreed that effective teacher should be able to alleviate students' anxiety in class.

Similarly, in the statement of listen to students' points of view and opinions and let them express themselves, majority of the students strongly agreed i.e. 77.5% and agreed i.e. 17.5. Thus, 95% participants agreed that effective teacher should be able to students' points of view and opinions and let them express themselves. Similarly, in the statement of approachable and friendly, majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to be approachable and friendly. In the same way, in the statement of patient, majority of the students strongly agreed i.e. 87.5% and agreed i.e. 10. Thus, 97.5% participants agreed that effective teacher should be able to be patient. Likewise, in the statement of treat students fairly and equally, majority of the students strongly agreed i.e. 75% and agreed i.e. 17.5%. Thus, 92.5% participants agreed that effective teacher should be able to treat students fairly and equally. Similarly, in the statement of punctual, majority of the students strongly agreed i.e. 70% and agreed i.e. 25%. Thus, 95% participants agreed that effective teacher should be able to be punctual. Have an effective sense of humor majority of the students strongly agreed i.e. 62.5% and agreed i.e. 32.5%. Thus, 95% participants agreed that effective teacher should be able to have an effective sense of humor.

Likewise, in the statement of ability to develop proper relationships with students, majority of the students strongly agreed i.e. 65% and agreed i.e. 32.5%. Thus, 97.5% participants agreed that effective teacher should be able to develop proper relationships. Likewise, in the statement of ability to build students' confidence, majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to build students' confidence. Not lose temper and get angry majority of the students strongly agreed i.e. 87.5% and agreed i.e. 10%. Thus, 97.5% participants agreed that effective teacher should be able to not lose temper and get angry. Furthermore, in the statement of flexible and open to criticism, majority of the students strongly agreed i.e. 80% and agreed i.e. 12.5%. Thus, 92.5% participants agreed that effective teacher should be able to be flexible and open to criticism.

Similarly, in the statement of polite and respect the personality of the students majority of the students strongly agreed i.e. 72.5% and agreed i.e. 25%. Thus, 97.5% participants agreed that effective teacher should be able to be polite and respect the personality of the students. In the same way, in the statement of there was disagreement among the groups for the priority of the four categories; it was the socio-affective category which was characteristic of all the different samples with preponderance towards the students. Qualities under the socio-affective category are that the effective English teacher is patient, relaxed, effective tempered, fair, helpful, encouraging, respectful, and kind, loving and caring. It was also found that there were eight qualities that were English specific. The findings about the socio-affective skills showed that what students needed the English teachers who were being able to create an entertaining atmosphere to carry out the class activities. Because if an entertaining atmosphere in the classroom created, it was being able to improve students' learning and built an effective relationship between the teacher and students.

Perception of Students on English Proficiency

English proficiency is the ability to hear, speak, read and/or write in English. To be truly proficient, someone must have advanced skills in all four areas of communication. The students' perceptions on English proficiency of effective teacher are presented in the table 4 below:

Table 4*Students' Perceptions on English Proficiency*

S.N.	Description	SA		A		D		SD		Total
		N	P	N	P	N	P	N	P	
1	Read, write, speak, and understand spoken English well	25	62.5	8	20	1	2.5	4	10	40
2	Knowledge about English vocabulary	21	52.5	12	30	1	2.5	6	15	40
3	Have effective knowledge of English grammar	18	45	16	40	2	5	4	10	40
4	Possess extensive culture Comprehension and provide cultural information about the target language's culture	19	47.5	14	35	2	5	5	12.5	40
5	Have correct accent and pronunciation	22	55	9	22.5	1	2.5	6	15	40
6	Ability to be flexible and use various techniques according to students' level and the teaching/learning situations	29	72.5	8	20	1	2.5	2	5	40
7	Emphasis error correction	26	65	8	20	2	5	4	10	40
8	Ability to assess students' performance with the help of suitable evaluation instruments	30	75	8	20	0	0	2	5	40
9	Ability to use audio-visual aids when Teaching	22	55	12	30	2	5	4	10	40
10	Ability to create an entertaining atmosphere to carry out the class activities	27	67.5	12	30	1	2.5	0	0	40
11	Ability to have pair work and group work activities in the classroom	27	67.5	12	30	1	2.5	0	0	40

The table 3 shows students' perceptions on English proficiency. Among them majority of the students strongly agreed i.e. 62.5% and agreed i.e. 20% with the statement that effective teacher should have able to read, write, speak and understand spoken English well. Thus, 82.5% participants agreed that effective teacher should be able to read, write, speak and understand spoken English well.

Similarly, in the statement of knowledge about English vocabulary, majority of the students strongly agreed i.e. 52.5% and agreed i.e. 30%. Thus, 82.5% participants agreed that effective teacher should be able to knowledge about English

vocabulary. Likewise, in the statement of effective knowledge of English grammar, majority of the students strongly agreed i.e. 45% and agreed i.e. 40%. Thus, 85% participants agreed that effective teacher should be able to have effective knowledge of English grammar. In the same way, , in the statement of possess extensive culture Comprehension and provide cultural information about the target language's culture majority of the students strongly agreed i.e. 47.5% and agreed i.e. 35%. Thus, 82.5% participants agreed that effective teacher should be able to possess extensive culture Comprehension and provide cultural information about the target language's culture.

Similarly, in the statement of the context have correct accent and pronunciation, majority of the students strongly agreed i.e. 55% and agreed i.e.22%. Thus, 77.5% participants agreed that effective teacher should be able to correct accent and pronunciation. Likewise, in the statement of ability to be flexible and use various techniques according to students' level and the teaching/learning situations majority of the students strongly agreed i.e. 72.5% and agreed i.e.20%. Thus, 92.5% participants agreed that effective teacher should be able to be flexible and use various techniques according to students' level and the teaching/learning situations.

Similarly, in the statement of emphasis error correction, majority of the students strongly agreed i.e. 65% and agreed i.e.20%. Thus, 85% participants agreed that effective teacher should be able to emphasis error correction. Likewise, in the statement of ability to assess students' performance with the help of suitable evaluation instruments, majority of the students strongly agreed i.e. 75% and agreed i.e. 20%. Thus, 95% participants agreed that effective teacher should be able to assess students' performance with the help of suitable evaluation instruments. Likewise, in the statement of ability to use audio-visual aids when teaching majority of the students strongly agreed i.e. 55% and agreed i.e. 30%. Thus, 85% participants agreed that effective teacher should be able to use audio-visual aids when teaching.

In the same way, in the statement of ability to create an entertaining atmosphere to carry out the class activities, majority of the students strongly agreed i.e. 77.5% and agreed i.e. 20%. Thus, 97.5% participants agreed that effective teacher should be able to create an entertaining atmosphere to carry out the class activities. Likewise, in the statement of ability to have pair work and group work activities in the classroom, majority of the students strongly agreed i.e. 67.5% and agreed i.e. 30%. Thus,

97.5% participants agreed that effective teacher should be able to have pair work and group work activities in the classroom.

The finding of students' perception of effective English teachers with respect to technical knowledge is master of English language, understand teaching methodology, teachers can teach clearly, teachers should know about students' ability and understand the close connection between language and culture. The quantitative results of this research show that an effective teacher is a friendly, young, enthusiastic, creative, and humorous person, regardless of the gender. Also, it is expected that the teacher be a native speaker of Nepali, but fluent in English who likes playing educational games, teaches grammar effectively, uses real life situations to explain language items, and has correct pronunciation. In addition to that, the qualitative findings support these findings with slight variations.

The information presented in the table above shows students' responses in the form of percentage. The data show that many of them have positive responses on their teacher's quality. As the personal qualities of an effective teacher (based on the students' responses in percentage) are concerned, all the students focused on the following qualities: teacher should be physically and mentally sound. Teacher should have smiling face, teacher should be punctual, and teacher should be neat and clean, teacher should be responsible, teacher should be cooperative, teacher should be creative and teacher should be friendly. As same as this, students' responses on the social qualities of an effective teacher showed the following qualities on the basis of their positive responses in the highest percentage: teacher should be proud of his/her profession, teacher should be friendly, teacher should make eye contact with the students, teacher should call the students with their name, teacher should ask students the reason of not doing their homework.

The data presented in the table above shows the responses of the students about the professional qualities of an effective teacher. Professional qualities are the teacher should have effective command over related subject matter; the subject matter should be suitable to the level, need and interest of the students, the teacher should be funny, the teacher should respond the students positively, Teacher should be an effective friend, teacher should teach with examples, illustrations and explanation.

The data presented in the table above show that students were against any sorts of physical and/or mental punishment given to them. As their opinion is concerned, the teacher is not an effective one who favors punishment. Similarly, an effective teacher should give feedback to the students. Students want to learn with fun. So they opined that a funny teacher is a professionally qualified one as well. The opinions expressed by the students show that they like their teacher who teaches with examples and illustrations as well as who gives chances to the students to express their opinion, views and logics. As many of the students favored this point, a professionally effective teacher should do so to be an effective teacher.

Chapter V

Findings, Conclusion and Implications

In this chapter, I have presented the whole finding of the study, conclusions on the basis of findings and provided some implications based on the data analysis and interpretation alone in chapter four. The following findings, conclusions and implications of the study have been derived based on the analyzed data.

Findings

On the basis of analysis and interpretation of the data, the major findings of the study are as follows:

1. Among the total respondents, 85% participants agreed that effective teachers should be guide and train student towards independent learning. So, one of the quality of effective teacher has been found as proper guidance for independent learning of the student.
2. Majority of the students strongly agreed i.e. 70% and agreed i.e. 20%. Thus, 80% participants agreed that effective teacher should be able to make courses interesting and being smart to deviate attention of students.
3. Majority of the students strongly agreed i.e. 77.5% and agreed i.e. 17.5%. Thus, 95% participants agreed that effective teacher should be able to make/ stimulate students to interact/communicate with each other.
4. Majority of the students strongly agreed i.e. 62.5% and agreed i.e. 35%. Thus, 97.5% participants agreed that effective teacher should be able to prepare the lesson well and using class time wisely.
5. Among them majority of the students strongly agreed i.e. 67.5% and agreed i.e. 30% with the statement that effective teacher should have ability to focus on learning outcomes and growth, not content taught. Thus, 97.5% participants agreed that effective teacher should be able to learning outcomes and growth, not content taught.
6. Majority of the students strongly agreed i.e. 60% and agreed i.e. 37.5%. Thus, 97.5% participants agreed that effective teacher should be able to avoid direct criticism of students when they make errors.

7. Majority of the students strongly agreed i.e. 77.5% and agreed i.e. 17.5%. Thus, 95% participants agreed that effective teacher should be able to students' points of view and opinions and let them express themselves.
8. Majority of the students strongly agreed i.e. 82.5% and agreed i.e. 15%. Thus, 97.5% participants agreed that effective teacher should be able to be approachable and friendly.
9. Majority of the students strongly agreed i.e. 52.5% and agreed i.e. 30%. Thus, 82.5% participants agreed that effective teacher should be able to knowledge about English vocabulary.
10. Majority of the students strongly agreed i.e. 55% and agreed i.e. 22%. Thus, 77.5% participants agreed that effective teacher should be able to correct accent and pronunciation.

The students in this study believed that good English teacher is someone who can use various materials in teaching the language, promote communicative language learning through activities and discussion in the classroom. The finding of students' perception with respect to pedagogical skills who have teaching skills, use interesting media and variety techniques, creative and innovative in designing materials, understanding students' needs, motivating the students and teachers should be patient in facing and handling students.

Conclusion

English language teacher should have all aspects of a teacher including socio-affective skills, pedagogical knowledge, subject matter knowledge and personal qualities. The concept of an effective English language teacher consists of a balanced combination of above four main aspects. The present study indicated that effective teaching not only depends upon the knowledge base of the teacher but also it is related with method and style of teacher communication skills. It was concluded by the researcher that organization and communication skills of a teacher having significant role in the academic success of the students. Therefore it is necessary for a teacher to adopt good communication skills while teaching to the students. Similarly, an effective teacher should give feedback to the students. Students want to learn with fun. So they opined that a funny teacher is a professionally qualified one as well. The opinions expressed by the students show that they like their teacher who teaches with

examples and illustrations as well as who gives chances to the students to express their opinion, views and logics. As many of the students favored this point, a professionally effective teacher should do so to be an effective teacher.

The quantitative results of this research show that an effective teacher is a friendly, young, enthusiastic, creative, and humorous person, regardless of the gender. Also, it is expected that the teacher be a native speaker of Nepali, but fluent in English who likes playing educational games, teaches grammar effectively, uses real life situations to explain language items, and has correct pronunciation.

Implications

On the basis of finding and conclusion, the implications of the research work were recommended as follows:

Policy Related. In policy level this study would be implied or utilized for the following purposes:

1. Teaching is a professional activity that requires specialized knowledge acquired through training and experience. Therefore, the government should have some concrete policies and planning to have refresher date trainings, particularly at higher secondary level. The government needs to focus on Teacher, training program timings and based in activities in training.
2. There should be the provision of pre service training, refresher training etc. so that Teachers can get the idea of how to motivate their students either by instrumentally or integrative.

Practice Related. In practice level this research would be implied for the following purposes:

1. Teacher should be close to the students, love their works and respect them, accept their existence, help to provide books, talk about their problems, provide equal chance to participate all in activities and does not criticize more the student's behaviors.

2. The English teacher should have smiling face, healthy attitude, neat, clean, smart or impressive appearance. The curriculum designer should be conscious about both types of motivation while designing the curriculum.
3. There should be a research done to compare characteristics of effective English language teachers perceived by teachers themselves and their students. This is to check the balance between teacher's and learners' perceptions on the same thing.
4. A study should be done to examine other factors contributing to the quality of effective teacher.
5. There should be a study investigating the relation of teacher characteristics, including ratings of teacher quality, to classroom instructional variables and to students' language outcomes.
6. There should be the inclusion of 'how to motivate learners', suggested topic in the syllabus.
7. The students with low proficiency of English placed a lot of importance on socio-affective skills and tended to blame more on teachers than high-proficient students when they failed, so the teacher should pay more attention or give more care to those who are not good at English.
8. Teachers should encourage the students to communicate in English, facilitate the language games to play, ask questions in groups, give them first chance to solve the problems, help the students outside the classroom too, change the teaching style and the volume of the voice according to context, respect the knowledge of the students have, discuss the school problems too, dramatize to clarify the concept, ask a lot of questions to the students for the practice, use inductive teaching method, provide more reward than the punishment to the students, share the experiences, give chance to do experiment and make them more disciplined too. It is recommended that teachers reconstruct and make decisions to adjust their existing ideas and practice to suit different groups.

Further Related. Therefore, further research with larger sample size regarding the role of teachers would be more worthwhile and generalizable to Nepalese culture.

1. Second, as Nepal is a multilingual and multicultural country, a future study investigating teacher factors in the other regions or a focus group made up of teachers from different regions would yield more results that are representatives.
2. It would suggest to study about the effective teacher qualities adopted by English language teacher.

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Appendix I

Questionnaire

Dear Sir/Madam,

As a master level-final semester student at the department of English Language Education, faculty of Education, T.U., the research project under the title "**Good Language Teacher from Students Perspectives**". I hope that your kind co-operation will help me to fulfill my research-work and to find-out the practical aspect of the research title. This will be useful and fruitful for English language teachers. Your co-operation will help the researcher to find-out the professional challenge of Novice teacher. I assure that your response will be completely anonymous, and it will be only for pedagogical and research-purpose.

The researcher will be grateful to you if you could return the questionnaire here with duly filled in, at your earliest convenience. Thank you for your kind co-operation!

Yours Sincerely

Sabita Shrestha

M. Ed 4th semester.

Department of English Language Education
Faculty of Education. T.U. Kirtipur, Kathmandu.

Student's Name:

School's Name:

Grade:

Address:

Date of Observation:

Note: SA= Strongly Agree A = Agree D= Disagree

SD = Strongly Disagree

**Percentage scores of students' perceptions on Qualities of
Good English Teacher**

S. N.	Description	SA	A	D	SD	Remarks
Organization and communication skills						
1	Ability to guide and train students towards independent learning					
2	Use easy language to aid student understanding					
3	Ability to make courses interesting and being smart to deviate attention of students from everything else to the topic					
4	Ability to plan the lessons clearly and also state the objectives of the lesson clearly					
5	Encourage students to use the English language All The Time in class					
6	Stress the most important points and providing detailed explanations while reading/listening (E.g, checking All the new vocabularies)					
7	Ability to analyze students' needs					
8	Ability to make/ stimulate students to interact/communicate with each other					
9	Good communication skills					
10	Ability to prepare teaching/learning appropriate material					
11	Prepare the lesson well and using class time wisely					
12	Using the students' native language when necessary					
13	Maintain good classroom atmosphere using authority, if necessary					
14	Provide opportunities to use English through meaningful tasks and activities					

15	Be helpful to students in and outside the classroom					
Pedagogical knowledge						
1	Focus on learning outcomes and growth, not content taught					
2	Use various materials including video, audio, and multimedia					
3	Promote communicative language learning through activities & discussion					
4	Be flexible with grading					
5	Motivate students by supporting their self-efficacy					
6	Assess what students have learned rationally					
7	Develop students' language skill through working in pairs or groups					
8	Let students have some control over the learning process					
9	Encourage the students to learn English outside the classroom					
10	Avoid direct criticism of students when they make errors					
11	Praise students for good ideas or for their effort					
12	Teach subject matter in ways that are accessible to all learners and vary his/her delivery methods if necessary					
13	Provide constant feedback					
14	Ability to explain vocabulary and grammar and use relevant real world examples in lessons					
15	Ability to set tasks with clear outcomes					
Socio-affective skills						
1	Have an interest in students, for example, address individual students by name					
2	Be neat and tidy in appearance					
3	Ability to make courses interesting and motivate students					
4	Alleviate students' anxiety in class					
5	Listen to students' points of view and opinions and let them express themselves					

6	Be approachable and friendly					
7	Be patient					
8	Treat students fairly and equally					
9	Be punctual					
10	Have a good sense of humor					
11	Ability to develop proper relationships with students					
12	Ability to build students' confidence					
13	Not lose temper and get angry					
14	Be flexible and open to criticism					
15	Be polite and respect the personality of the students					
English proficiency						
1	Read, write, speak, and understand spoken English well					
2	Know English vocabulary well					
3	Have good knowledge of English grammar					
4	Possess extensive culture Comprehension and provide cultural information about the target language's culture					
5	Have correct accent and pronunciation					
6	Ability to be flexible and use various techniques according to students' level and the teaching/learning situations					
7	Emphasis error correction					
8	Ability to assess students' performance with the help of suitable evaluation instruments					
9	Ability to use audio-visual aids when Teaching					
10	Ability to create an entertaining atmosphere to carry out the class activities					
11	Ability to have pair work and group work activities in the classroom					

Please answer the following questions.

1. Are there any particular characteristics that you believe an English Language teacher must possess besides the characteristics that you agreed with above?

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2. Are there any differences between English language teachers and other teachers in general? In what senses? Please explain.

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3. Does the gender (being male or female) of an English teacher matter in his/her efficacy? How? Please explain.

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4. Does the gender (being male or female) of the learners affect the English teachers' efficacy? How? Please explain.

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5. Generally speaking, which of the following characteristics make an English teacher the best: knowledge of language, knowledge of pedagogy or his/her personality and the way he/she behaves the students? Why? Please explain.

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6. Does the age of an English Language teacher affect his/her efficacy? Do young English Language teachers outperform older ones or vice versa? Why? Please explain.

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7. Does fame (being well-known) of an English language teacher affect his/her efficacy? How? Please explain.

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8. Does an English teacher's origin, for example being from Tehran or any other particular city, affect his/her efficacy? How?

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9) Are there any gaps between teacher and student perceptions of the characteristics good language teachers?

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10) What strategies can be developed to narrow them for a more positive language learning experience in the classroom?

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11) How did you improve your English?

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12) What kind of Organization and communication skills of teacher is important in English class?

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13) What kind of Pedagogical knowledge skills of teacher is important in English class?

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14) What kind of Socio-affective skills of teacher is important in English class?

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15) What kind of English proficiency skills of teacher is important in English class?

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16) Does the level of the students play a role in the nature of these qualities?

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17) Are there gender differences as revealed by these qualities?

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18) Are there differences with respect to different contexts?

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19) Does your teacher have a good sense of humor>

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20) Any more about quality of good teacher?

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End