

**Understanding Effective English Teacher: Students' Perceptions on Roles and
Characteristics**

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

**Submitted by
Sushila Adhikari**

**Faculty of Education
Tribhuvan University, Kirtipur,
Kathmandu, Nepal
2025**

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Declaration

I hereby declare that to the best of my knowledge; this thesis is original; no part of it was earlier submitted for the candidature of research to any university.

Date: 08/04/2025

Sushila Adhikari

Recommendation for Acceptance

This is to certify that **Ms. Sushila Adhikari** has completed her M.Ed. thesis entitled **Understanding Effective English Teacher: Students' Perceptions on Roles and Characteristics** under my guidance and supervision.

I recommend and forward this thesis for acceptance.

Date: 09/04/2025

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Dedication

Dedicated to

My parents, husband,

&

My children

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Sushila Adhikari

Abstract

The study titled **‘Understanding Effective English Teachers: Students’ Perceptions on Roles and Characteristics’** explores how English teachers influence students’ academic development and learning experiences. Using a survey research design, data were collected from 40 bachelor-level students at two Tribhuvan University campuses through closed-ended questionnaires and semi-structured interviews with 12 gender-balanced participants. It identifies teachers' roles as facilitators of learning, planners of instruction, motivators, classroom managers, and adaptors of teaching strategies. The study places particular emphasis on the characteristics students associate with effective teachers, including strong communication skills, deep subject knowledge, patience, empathy, enthusiasm, adaptability, a supportive attitude, inclusiveness, and the ability to integrate technology. The mixed-method analysis revealed that students highly value characteristics such as approachability, clarity in instruction, flexibility in teaching, and the ability to create an engaging and respectful classroom environment. While classroom discipline was considered less critical, the findings stress the importance of motivational and student-centered qualities in effective English teaching. The study calls for increased professional development opportunities to strengthen teachers’ pedagogical skills, inclusive practices, and integration of technology in the classroom.

This thesis comprises five chapters. The first chapter introduces the study which contains the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, the second chapter includes the review of theoretical as well as empirical literature and its implication of the study. Additionally, it also consists of conceptual framework. Likewise, the third chapter contains the methods and procedures of the study which covers the design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical consideration. In the same way, the fourth chapter deals with the analysis and interpretation of the data. Eventually, the fifth one presents the findings and conclusion of the study along with the policy, practice, and further research related recommendations based on the study.

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Abbreviation/ Acronyms

B.Ed.	=	Bachelor of Education
Dr.	=	Doctor
GAMC	=	Gramin Aadarsha Multiple Campus
HOD	=	Head of Department
M.Ed.	=	Master of Education
MRC	=	Mahendra Ratna Campus
S. N	=	Serial Number
T.U	=	Tribhuvan University

Chapter 1

Introduction

This study is on Understanding Effective English Teacher: Students' Perceptions on Roles and Characteristics. This chapter consists of the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study, and operational definition of the key terms.

Background of the Study

A teacher is an individual who imparts knowledge, skills, and guidance to students. They play a pivotal role in education by designing and delivering lessons, facilitating learning experiences, and assessing students' progress. Operating in diverse educational settings such as schools, colleges, universities, or informal learning environments, teachers are instrumental in fostering the intellectual and personal development of the students. They promote critical thinking and prepare students for future challenges. According to Ataboyev and Tursunovich (2023), the dedication and passion of teachers for inspiring and empowering students are evident in various roles such as managerial, appraiser, resource, participant, and consultant roles they assume in their classes.

In the context of English language education, the role of an English teacher goes beyond simply teaching grammar and vocabulary. An English teacher is expected to foster students' abilities in listening, speaking, reading, and writing, and to create an environment that promotes communication and cultural understanding. English teachers help students not only grasp linguistic skills but also understand the nuances of language use in various social contexts, enhancing their global and academic competence.

In Nepal, English language teaching is a crucial part of the national education system, with English being recognized as the second language and often the medium of instruction in higher education. English teachers in Nepal are tasked with not only delivering English lessons but also with instilling confidence in students to use the language proficiently in both academic and practical contexts. Teachers are expected

to adapt to the diverse learning needs of students, given the multilingual and multicultural nature of Nepal. As a result, English teachers in Nepal face the challenge of catering to students from different linguistic backgrounds, such as Nepali, Maithili, Tharu, Tamang, and others, and ensuring that English is taught effectively in such a diverse linguistic environment.

English teachers in Nepal are required to balance the demands of formal English language instruction with the realities of their students' socio-cultural contexts. As such, their roles extend beyond traditional teaching to include that of a mentor, motivator, and even counselor, particularly when students face challenges in mastering the language in a non-native context.

According to Martin and Collie (2019), students perceive teachers as either positive or negative influences, shaping their interactions within the school setting and overall school experiences. Positive teacher-student relationships are paramount for academic development, with the enhancing properties outweighing the limiting effects of negative relationships. Conversely, students with negative attitudes toward their teachers may experience adverse effects on academic performance and character development, as emphasized by Saif, Anwar, and Kazmi (2023).

Hamre and Pianta (2001) assert that positive student-teacher relationships are recognized as catalysts for student engagement, motivation, and academic achievement, while negative relationships can impede learning and impact overall well-being. Understanding students' perceptions of their English teachers and their roles in the classroom can offer valuable insights into how teacher behaviors and characteristics influence students' learning experiences, motivation, and engagement. These perceptions are essential in identifying the qualities of effective English teachers that can enhance both the academic and personal development of students.

Similarly, Leverett, Costa, Baxa, and Mallik (2023) mention the potential of improved student-teacher relationships in enhancing academic, psychological, and behavioral performance among students from diverse backgrounds. So we can say that positive perceptions of teacher-student relationships significantly enhance various forms of classroom engagement and academic achievement, whereas negative perceptions hinder these outcomes.

According to Bernaus and Gardner (2008), the teacher-student relationships shape students' experiences, motivation, engagement, and overall language acquisition. Similarly, Richards and Lockhart (1994) mention that the importance of understanding the beliefs and perceptions students hold about their English language teachers influences their learning trajectory.

The influence of teaching materials and methodologies is another crucial aspect of initiating the relationship between teacher and students. In this regard, Peacock (1997) says that authentic materials in English classrooms profoundly impact student motivation. According to Bernaus and Gardner (2008), there is a deep connection between a teacher's motivational strategies and students' perceptions, attitudes, and motivation levels in the eyes of students.

Given the modern context, understanding the issue of characteristics and roles of English teachers is more critical and comprehensive. Therefore, this study aims to explore and analyze students' perspectives on their teachers, considering the multifaceted roles teachers play and the characteristics they have in shaping the behavior of the students.

Statement of the Problem

Teachers play a significant role in classroom teaching and learning process. In recent years, the issue of the role of an effective teacher has been a major issue. A number of studies have identified key qualities that build the profile of an effective teacher, including expert pedagogical skills, strong communication skills, passion for their profession, effective classroom management strategies, and solid knowledge of the subject matter or the field. Such qualities have been researched from the perspectives of teachers themselves. There has been significant research on the impact of positive student-teacher relationships, there is a relative paucity of contemporary studies that holistically evaluate how students, particularly in today's digital age, perceive their teachers. However, the issue of what makes an effective teacher has been less researched from students' perspectives. With the changing educational landscape, there's a need to reassess students' perceptions and understand the factors contributing to both positive and negative views. Addressing this gap, this study seeks to explore the question: "In the current educational environment, do students

predominantly view their teachers in a positive or negative light, and what factors contribute to these perceptions? So, I have chosen this topic due to my interest in the student's attitude towards teachers. I am highly motivated to see how the students viewed their teacher as a good teacher or a bad teacher through survey research. I would like to explore the students' perception of teachers and the characteristics of good teachers and bad teachers.

In addition, I would like to suggest some possible educational outcomes through the outcome of the research. From the research, it has been supposed that the findings will show new imperative on students' views towards the teachers. This study is significant because it addresses the issues of different perceptions of the students of their teachers and also can provide useful information and suggestions for this issue. That is why it is important to investigate and explore how students view their teachers from their own eyes and how the teaching-learning process is affected by good and bad teachers in their academic journey.

Based on my 6 years of personal experience in my teaching career as a teacher, different students have different perceptions about teachers. They used to see their teachers as good and bad. So, I was curious to know the different students' perceptions of the teachers through this research.

Objectives of the Study

The objectives of this study were as follows:

- i) To explore the perceptions of the students towards the role of English teachers that promote students' learning.
- ii) To find out the characteristics of English teachers that enhance the all-around development of student behaviors.
- iii) To suggest some pedagogical implications.

Research Questions

The research questions of this study were;

- i) What are the perceptions of students towards English teachers' roles?

- ii) What are the characteristics of English teachers that affect the teaching and learning process and students' behaviors?

Significance of the Study

This study is expected to be a great contribution to the field of teacher education and teachers' professional development. The significance of the study can provide insight into how students view and relate to different kinds of teachers. By understanding what students consider good and bad teachers, educators can make informed decisions and improve their teaching practices. This study can provide valuable information on the qualities and behaviors that students appreciate with their teachers and the factors that may hinder their learning experiences. Eventually, the findings of this study can positively impact teacher-student relations and overall educational performance. The research was conducted to focus on the perception of the students towards the teachers.

Specially, this would be beneficial for novice teachers because it would help them create challenges for their students. Furthermore, it can be beneficial to language learners, teachers, educators, and curriculum designers. The results of the study will have a positive impact on my educational methods as an English teacher. This study can be helpful for students, educators, and policymakers to apply suitable pedagogical implications and the interests of the learners.

Delimitations of the Study

Since research is a systematic investigation of a particular aspect, it cannot cover the entire population or all aspects related to the topic. Like any other research, this study also had its limitations. Due to constraints such as limited time, budget, and availability of participants, the study was confined within certain boundaries. These delimitations were necessary to maintain focus and manageability within the scope of the research. This study had the following delimitations:

- i. The research was limited to students' perceptions on teachers' roles and characteristics.

- ii. It was limited to 40 students of the Bachelor level (B.Ed) students who were studying in the Education faculty affiliated colleges of Tribhuvan University, Kathmandu.
- iii. The data were collected through questionnaires and interviews.
- iv. Survey research design was employed for this study.
- v. The sampling procedure of the study followed random sampling for the questionnaire and non-random sampling for the interview. Out of 40, only 12 students were selected purposefully for an interview, and out of 12, 6 were boys and 6 were girls. Girls were selected because of equal participation in obtaining information.
- vi. The collected data were analyzed thematically.

Operational Definitions of the Key Terms

These operational definitions provide a framework for understanding and analyzing the perception of students regarding characteristics as well as the role of teacher-student relationships in shaping these perceptions.

Negative Teacher: In this study, negative teacher refers to a teacher who exhibits ineffective teaching practices, fails to create a positive learning environment, lacks student engagement, and hinders their academic and personal development.

Characteristics: In this study, characteristics refer to the specific, observable behaviors or qualities of teachers associated with successful teaching and learning.

Positive Teacher: In this study, a positive teacher refers to a person who puts effort into teaching well, creates an environment conducive to learning, encourages students to engage in meaningful activities, and encourages students to grow academically and personally.

Perception: In my study, perception refers to how students interpret and understand the qualities, behaviors, and teachers' effectiveness based on their personal experiences and observations.

Role of Teacher: In the educational context, the role of the teacher refers to the responsibility of the teacher for a wide range of teaching and learning activities.

Teacher-Student Relationship: In this study, teacher-student relationship refers to how a teacher interacts with their students, including the cultivation of trust, effective communication, respect, and support, as well as the capacity to meet the individual requirements of students.

Chapter 2

Review of Related Literature

There's already a substantial amount of literature on teacher-student relationships, teacher effectiveness, and student perceptions. This chapter reviews the theoretical and empirical literature and provides the conceptual framework for the study. The related literature reviews are related to the specific research study to be conducted by the researcher. Many studies have been conducted in the areas of good teachers vs. bad teachers, positive vs. negative teachers in the perceptions of the students, characteristics of good and bad teachers, role of the good teachers, and so on. Therefore, this section presents a review of theoretical and empirical literature.

Theoretical Review

This section includes the students' perceptions on the role and characteristics of an English teacher. The issue of the ideal teacher is an ongoing topic. It has been addressed and talked about in the teaching/learning field for a long. The teacher is one of the main factors that has a lot of influence on students' achievement, performance, and success (Balushy, 2011 cited in Koc, 2012). In addition to the teacher's knowledge about the subject matter, other characteristics of the teacher such as teaching skills, teaching styles, and personal traits, will also impact the students' learning attitudes, motivation, and learning outcomes to some extent. The teacher seems to take the key role in facilitating the student's learning, and the characteristics of the teacher may influence the student's learning process to some extent well (Murray, 1991). Prabhu (1990) mentions that the characteristics of EFL teachers with positive attitudes and enthusiasm strongly correlated with increasing rapport between students and teachers, and appeared to promote productive learning. This indicates that the teacher's characteristics can both encourage and discourage the students' learning. In respect to the classroom atmosphere, this matter may be influenced by the teacher's characteristics as well.

According to Adams and Pierce (1999), having many years of experience does not guarantee expert teaching; experience is useful only when the teacher continually engages in self-reflection and modifies classroom techniques to better serve the needs of students. Apart from good teaching skills that teachers need to have, personal traits

are also equally important because they play a vital role in the success of learning. It is important to study the perceptions of learners about learning and teaching. Their beliefs about language learning seem to have obvious relevance to understanding their expectations of the course, their commitment to the class, as well as providing them with the opportunity to be successful and satisfied with their language learning program (Horwitz, 1988). Moreover, investigation of the students' beliefs about different behaviors in the language classroom is useful in informing teachers about different types of learners that need to be catered for (Cotterall, 1999). Good teaching is important for raising student achievement. If the teacher is not aware of the learner's expectations and needs related to the course, it will have negative outcomes regarding the students' performance.

The outcomes of teachers' inefficiency may promote poor motivation, unfavorable attitudes toward the teacher and the target language on the part of the learners. So, teachers are in a better position to ensure that all students have appropriate learning opportunities. Improving teacher quality will help ensure that more students reach their potential because they benefit from effective teachers every year (Rivers & Sanders, 2012). 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 teachers.

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 explore students' perceptions of English teachers: Roles and characteristics.

Characteristics of English Teachers

Effective teachers 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. Recent efforts globally have aimed to understand learners' perceptions of effective English teachers to align teaching with student expectations

and implement curriculum changes. English teachers play a crucial role as the primary 'source of input' in English environments (Shishavan & Sadeghi, 2009).

Competent in Profession

Pettis (1997) identifies three main characteristics for a professionally competent teacher: principled and knowledgeable, adaptable to professional needs, and personally committed to continuous development.

Impactful Teachers

A successful education often revolves around a personal connection with a teacher who instills passion and inspiration. Students value educators who never give up on them, emphasizing the importance of a teacher's personal connection (Park & Lee, 2006).

Knowledge of the Subject Matter

Shulman's (1987) conceptualization of teacher knowledge includes content knowledge, pedagogic content knowledge, general pedagogic knowledge, curriculum knowledge, knowledge of learners and their characteristics, and knowledge of educational contexts, ends, purposes, and values. Good teachers, despite diverse personalities, share common qualities. They must be knowledgeable about the subject, motivating, patient, and capable of understanding and appreciating the diversity among students (Radmacher & Martin, 2001; Kumaravadivelu, 1992).

Motivating and Patient

Good teachers, in addition to being knowledgeable, should be motivating and patient. They inspire students both in and out of class and understand and consider the diversity among students, recognizing that every student is different (Kumaravadivelu, 1992).

Dedication and Impactful Role-Modeling

Being a dedicated teacher requires outstanding qualities such as being gentle, fair, and a strong role-model. The impact of a teacher's influence is immeasurable,

affecting students both in pedagogy and demeanor (Wichadee, 2010; Crawford, 2004; Henry, 1985).

Pedagogic Content Knowledge

The ability of a teacher to understand and effectively teach a specific subject matter, considering the needs, abilities, and interests of the learners. A science teacher not only understands the content of a chemistry lesson but also knows how to present it in a way that engages students. They might use real-world examples, experiments, and analogies to make the content more accessible and interesting. In this regard,

Kounin (1970) defines effective teachers as those who handle inappropriate student behavior, manage competing events smoothly, maintain appropriate pacing, and keep a group focus. Kounin emphasizes the ability to reduce classroom disruption and create a stimulating learning environment. Knowledge of general principles and strategies related to classroom management, organization, and instructional techniques that can be applied across different subject

Curriculum Knowledge

Familiarity with the materials, resources, and programs used in teaching a particular subject, encompassing the "tools of trade" for educators. An English teacher's curriculum knowledge involves being well-versed in literature, grammar resources, and educational technology tools, allowing them to choose appropriate materials and activities for their lessons.

Knowledge of Learners and Their Characteristics

Understanding the diverse needs, abilities, interests, and backgrounds of the students in a classroom.

According to Robert and Walker (2013). Positive teachers possess the following qualities.

Effective Classroom Management

Effective classroom management is a hallmark of outstanding educators. It's more than just maintaining discipline; it's about creating a positive, inclusive

environment where students feel safe and motivated to learn. Such teachers set clear expectations, are proactive in addressing issues, and ensure active student engagement. They use feedback constructively to guide students both in behavior and academic performance.

Use of Materials in Teaching

Materials play a pivotal role in the learning experience. Effective teachers ensure materials are culturally and contextually relevant, integrating authentic materials that connect the classroom to real-world language use. They cater to diverse learning styles and constantly update their resources to remain relevant and engaging.

Teachers in the 21st Century

The contemporary teaching landscape is influenced by digital advancements and global interconnectedness. Modern teachers have become digital navigators, integrating technology into their teaching, fostering global learning, emphasizing critical thinking, and acting as agents of change in a continuously evolving educational ecosystem.

According to Zamani and Ahangari (2016), Effective English language teachers possess a combination of skills, knowledge, and personal qualities that contribute to their effectiveness in the classroom.

Proficiency in English Language

A strong command of the English language is essential. Teachers should have advanced language skills in terms of grammar, vocabulary, pronunciation, and fluency.

Pedagogical Knowledge

Understanding of language teaching methodologies, pedagogical theories, and the ability to apply them in the classroom. This includes knowledge of language acquisition theories, teaching techniques, and assessment strategies.

Cultural Sensitivity

Awareness and respect for cultural differences, as language teaching often involves working with students from diverse backgrounds. Sensitivity to cultural nuances helps create an inclusive and supportive learning environment.

Communication Skills

Effective communication skills are crucial for conveying information clearly and engaging students in meaningful discussions. Teachers should be able to adapt their communication style to suit the needs and proficiency levels of their students.

Adaptability

The ability to adapt teaching methods to meet the needs of diverse learners. Flexibility in adjusting lesson plans, materials, and activities based on the student's level, interests, and learning styles is key.

Passion for Teaching

A genuine enthusiasm for teaching and a passion for the subject matter. This enthusiasm can be contagious and motivate students to become more engaged in the learning process.

Patience

Patience is crucial when working with language learners who may struggle with certain concepts. Teachers need to create a supportive environment where students feel comfortable taking risks and making mistakes.

Organizational Skills

Effective time management and organizational skills are important for planning lessons, managing classroom activities, and assessing student progress. Well-organized teachers are better equipped to create a structured and conducive learning environment.

Technological Literacy

Familiarity with educational technology and the ability to integrate it into the classroom. This includes using multimedia resources, online tools, and educational software to enhance the learning experience.

Reflective Practice

A commitment to ongoing professional development and reflective practice. Successful teachers regularly evaluate their teaching methods, seek feedback, and adjust continuously to improve their effectiveness.

Empathy

The ability to empathize with students' challenges and understand the individual needs of each learner. This helps create a supportive and positive classroom atmosphere.

Motivational Skills

The capacity to inspire and motivate students to actively participate in the learning process. Motivated students are more likely to be engaged and successful in their language learning.

These characteristics contribute to the effectiveness of English language teachers in fostering a positive and productive learning environment for their students.

Roles of the Teacher

Harmer (2008) talks about the teachers' different roles. According to him, within the classroom, our role may change from one activity to another, or from one stage of an activity to another. If we are fluent at making these changes, our effectiveness as a teacher is greatly enhanced. He suggests the following roles of the teachers.

Controller

The teacher takes charge of the classroom, giving instructions and maintaining discipline.

Organizer

The plans and arrange activities, and materials to ensure effective teaching.

Assessor

The teacher evaluates students' progress and performance through assessments and tests.

Promotor

The Teacher encourages and motivates students to actively engage in learning and participate in class activities.

Participant

The teacher actively participates in classroom discussions and activities alongside the students.

Resource

The teacher provides information, materials, and resource for student's learning.

Tutor

The teacher guides and supports individual students or small groups in their learning process.

Observer

The teacher observes and monitors students' progress, behavior, and understanding during the lesson.

These roles highlight the various responsibilities and tasks that a teacher may undertake in the classroom. All these roles aim to facilitate the student's progress as a whole.

Likewise, Solomon and Schiff (2004) categorized the talented teacher in the book entitled "Talented Teachers" as Engagement and motivation, Knowledge and understanding, Performance and action, Reflection and critique, Judgement and

design Commitment and identity. Similarly, according to Meador (2019), traits of bad teachers are lack of classroom management, lack of organizational skills, lack of professionalism, poor teaching skills, and lack of commitment that hinders learning.

Incorporating these roles and traits in my study provides a comprehensive framework for evaluating and understanding effective teaching and students' perceptions on English teachers' roles and characteristics. It allows for a thorough exploration of the diverse aspects that contribute to a teacher's success in facilitating student learning.

Review of Related Empirical Literature

To gain a better understanding of the proposed study, it seeks to review the previous studies in greater detail. Central to our investigation is the question: "In today's education, how are teachers perceived by their students? Are these perceptions largely positive or negative, and which key factors are instrumental in molding them?" In response to these questions, this study aims to delve deeper into understanding how are teachers perceived by their students and which factors are most instrumental in shaping these perceptions.

Murray and Malmgren (2005) conducted research on "Implementing a teacher-student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. Teacher-Student Relationships in an Urban Poverty Setting. The study sheds light on a program that aimed to improve teacher-student relationships in an urban, high-poverty setting and examines its effects on various student outcomes. The study presented that the teacher-student relationship in the English language classroom has a unique dynamic, given the cultural, linguistic, and often geographical boundaries that may be at play.

Brown, Oliver, Hodgson, Palmer, and Watts (2008) carried out a research on "Good Teachers and Bad Teachers: How Rural Adolescent Students' Views of Teachers Impact Their School Experiences". The study aimed to explore responses and insights related to their views of teachers and teaching. A survey research design was conducted in small groups among 240 students in Western Australia. The study found that what students wanted from their schools was the ability to have the flexibility and choice to accommodate this diversity, not just in terms of the

curriculum but also in terms of the teaching methods and the range of future opportunities available to them.

Noora (2008,) mentions that the culture of teaching is primarily teacher-centered, and accordingly, there are limited opportunities for learners to have their say about their expectations of a good and effective teacher. Studying characteristics of an effective English language teacher from the learners' point of view in such a context is worthwhile in that it is, in fact, a kind of needs analysis intended to help teachers improve the quality of their teaching in an attempt to meet their students' needs. Despite the importance of knowledge about students' perceptions as an informant to effective lecturing, there is a lack of literature in this area in Nepal.

Li and Wu (2011) conducted research on "Personality Patterns of 'Good Teacher' and 'Bad Teacher' as Perceived by College Students." The purpose of this study was to answer the question: Is the personality pattern of a "good teacher" quite different from the one of a "bad teacher"? A comparative survey research design was used to carry out this research. the sample of this study was 204 which was divided into two parts, "bad teacher" and "good teacher". The study found that the personality pattern of a "good teacher" was not quite different from the one of a "bad teacher" in the aspects of extroversion, neuroticism, psychoticism and dissimulation. There aren't statistically significant differences between the personality pattern of "bad teacher" and "good teacher"

Khaerati (2016) carried out a research on "The Students' Perception on the Characteristics of Effective and Ineffective English Language Teachers." It was conducted in Indonesia to find out the students' perception of the characteristics of effective and ineffective English language teachers by using qualitative methods. The main instrument of this research was data in the form of an essay. The essays were collected from the students. The data analysis was carried out by following the grounded theory procedure. This study revealed that effective and ineffective English teachers are characterized by a variety of factors, including the teacher's personality, the teacher's presence in the classroom, the teacher's classroom performance, material proficiency, and classroom management.

Pal (2016) carried out a research entitled “Students’ perceptions towards good English Teachers”. The main objectives of the study were to find out the perception of the students of their teacher and the challenges faced by the teachers in English classrooms. He collected data from both primary and secondary sources using purposive non-random sampling in the survey design. Data were collected with the help of a questionnaire. The researcher selected 40 graduate students as the primary data source, with a questionnaire as the primary data collection tool. The study found that a good English teacher is flexible, knowledgeable, and well-versed in the subject matter. They use different teaching materials to ensure effective teaching and give feedback to their students. They employ student-oriented methods, effectively manage the classroom environment, and assess their students after a predetermined period. They are expected to take on all the difficulties that the class may face due to the varying levels of students in the class.

Raufelder, Nitsche, Breitmeyer, Kebler, Herrmann and Regner (2016) carried out research on carried out a research on “Students’ perception of “good” and “bad” teachers Results of a qualitative thematic analysis with German adolescents” to investigate the perception of "good" and "bad" teachers among students in German secondary schools. The study involved a semi-structured interview with 86 seventh and eighth-grade students, who were asked questions based on their day-to-day school experiences. The results of the study were extracted through a thematic analysis, which revealed themes and sub-themes that could be used as a starting point for improving the teacher-student relationship. It was found that the qualities of "bad" teachers were not necessarily the same as those of "good" teachers.

Havik and Westergård (2018) carried out a research on “Do Teachers Matter? Students’ Perceptions of Classroom Interactions and Student Engagement.” The study aimed to examine the associations between students’ perceptions of classroom interactions and students’ emotional and behavioral engagement. The multilevel analyses were employed to examine these associations. A total of 1769 Norwegian fifth to tenth graders from 100 classes and 10 schools participated in a web-based survey. The results indicated that students who perceived high-quality classroom interactions were more engaged in school, and teachers’ emotional support showed the strongest association with engagement at both levels. Furthermore, the findings

indicated that primary school students were more emotionally engaged than lower secondary school students and female students were more behaviorally engaged than male students.

Pandey (2020), in his article *Becoming an English Teacher: Voices from Nepal*, presents a rich and thought-provoking exploration of the lived experiences of English language teachers in the Nepali context (pp. 108-118). Through a narrative inquiry approach, he amplifies the voices of both aspiring and in-service teachers, shedding light on the socio-cultural, emotional, and professional journeys that shape their identities as English teachers. The strength of this work lies in its emphasis on teacher identity formation and the personal narratives that reveal the complex interplay of motivation, struggle, and agency. By focusing on individual stories, Pandey challenges traditional, policy-driven perspectives on teacher development and instead promotes a bottom-up understanding of what it means to become an English teacher in Nepal. The narratives also reveal the challenges Nepali teachers face, such as inadequate training, linguistic insecurity, rural-urban disparities, and lack of institutional support. However, the stories also highlight resilience, passion, and commitment, making the article not only academically valuable but also deeply inspiring. From a methodological standpoint, Pandey's use of narrative inquiry and qualitative storytelling makes the work accessible and engaging. It is a significant contribution to the field of English Language Teaching (ELT) in Nepal and offers implications for teacher education programs, policy-making, and future research.

Bhandari (2022) carried out research on *Becoming an English Language Teacher in Nepal: An Autoethnographic Journey*. This autoethnographic study delves into Bhandari's personal journey of becoming an English language teacher in Nepal. It reflects on his transformation from a traditional, teacher-centered approach to adopting more student-centered methodologies, emphasizing the impact of professional development activities, such as seminars and workshops, on his teaching practices. The research highlights the significance of self-motivation and continuous learning in overcoming challenges posed by under-resourced rural environments.

Nushi, Momeni, and Roshanbin (2022) carried out a research on "Characteristics of an Effective University Professor from Students' Perspective: Are the Qualities Changing?" The objective of this study was to investigate the

characteristics of an effective university professor based on the evaluations made by students in different majors at a state university in Iran. 240 university students were selected through purposive sampling. The evaluations of students were analyzed to determine which characteristics build the profile of an effective teacher in the students' eyes. The study showed that the most important criterion for evaluating the teachers was their assessment policies and practices. Furthermore, the findings suggest that the characteristics of an effective professor are dynamic and open to contextual, cultural, and temporal influences.

Saif, Saif, Shahid, Anwar, and Kazmi (2023) carried out research on "Medical Students' Perception about the Impact of Teachers' Attitude on their Academic Performance and Character Building". This study aimed to observe the students' perception of the teacher's attitude and its impact on the academic performance and character-building of the students. A descriptive cross-sectional study was used through a random sampling technique. The sample of this study was 314 medical students. Factor analysis and the chi-square method were used to interpret the results. The findings show that two hundred eleven females and one hundred three male students filled in the questionnaire. Approximately 74% of the students mentioned that the negative attitude of the teacher decreased their academic performance and had a negative influence on their character building.

In Search of Quality English Teaching in Nepal: Narratives, Reflections and Descriptors, Pandey (2023) mentions "Good English language teaching is gauged by teachers' knowledge, beliefs, and skills they make use of in their practices " (p.1204). It is not always easy to define what good teaching is as it differs from place to place and culture to culture to culture. In this regard, he says that teachers play a pivotal role in facilitating learning, achieving the best outcomes when they demonstrate behaviors that lead to student success, such as high academic performance and positive attitudes toward learning. It emphasizes that quality English teaching requires educators to possess key competencies, including strong subject-matter expertise, pedagogical skills, contextual awareness, passion, and the ability to create a supportive and engaging learning environment.

Pandey (2024) conducted a study on Exploring the Lived Experiences of ELT Teachers: Nepali Teachers' Voices. This study examines the experiences of four high

school English teachers in Kathmandu Valley, focusing on the challenges and transformations they encounter. Utilizing a transformational theoretical framework, the research identifies persistent traditional teacher roles and critical challenges, including discriminatory policies, multilingual classroom dynamics, and inadequate pedagogical training. The study underscores the evolving status of English in Nepal and the influence of pedagogical advancements and technological innovations, particularly during the COVID-19 pandemic, on teachers' roles.

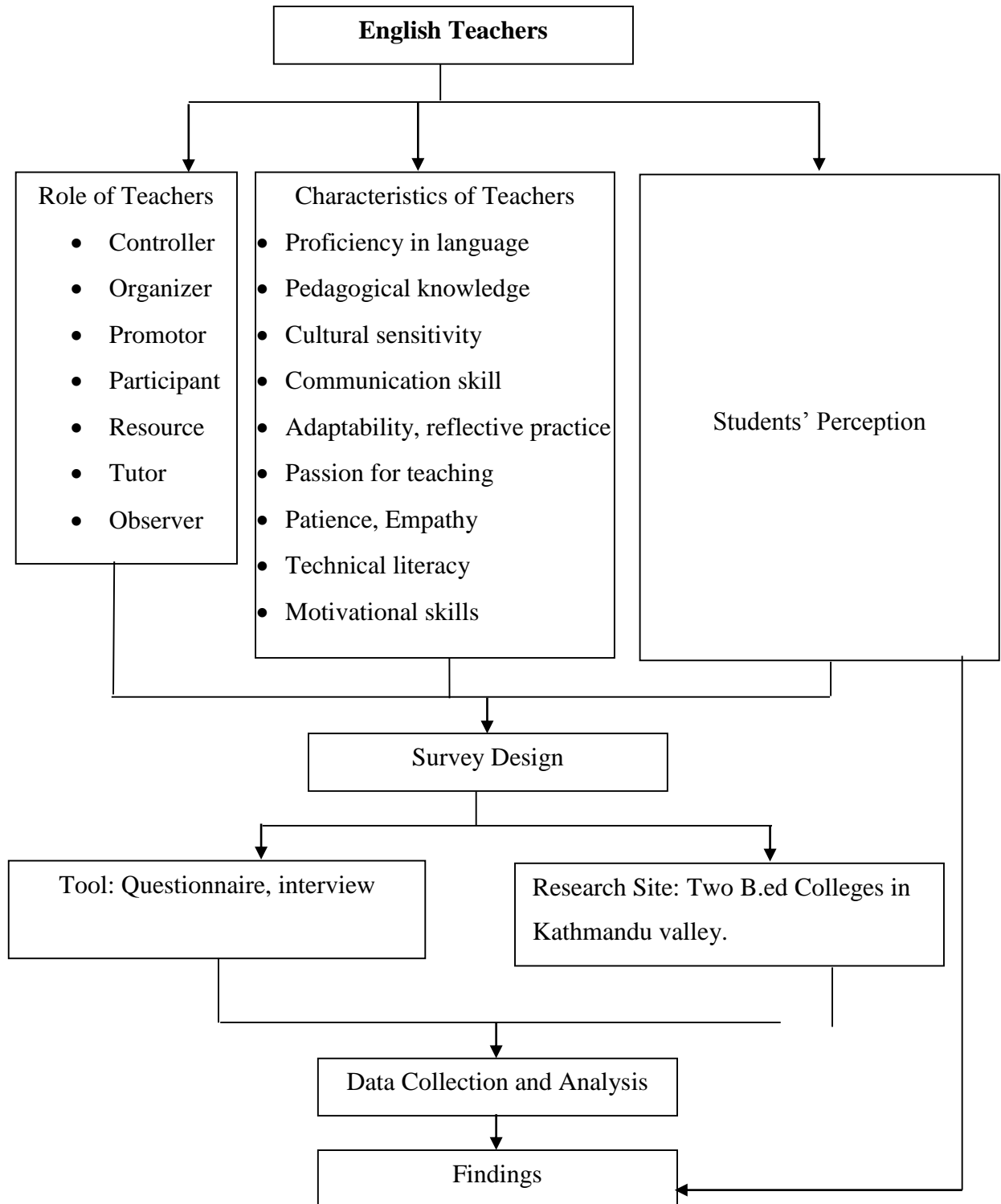
These studies provide valuable insights into the personal and professional journeys of English language teachers in Nepal, highlighting the importance of continuous professional development, adaptability, and the evolving nature of teaching roles in response to contextual challenges.

Implications of the Review for the Study

Meaningful and valid research needs a hard effort from the side of the researchers. It determines the quality of the research, provides theoretical knowledge, and helps to frame methodology. Harmer's (2008) and Midgley et al. (2001) studies contributed to figuring out the research problem for my study. Pal (2016), Nushi, Momeni and Roshanbin (2022) Havik and Westergård (2018), helped me to develop the idea of conducting, survey research, employing theory in the research, and using the appropriate methodology of the research. This reviewed empirical research helped me to find out the research gap between existing empirical literature and the existing research issue of this study. That is why the present study is designed to mitigate the gap between the existing literature and this study.

Conceptual Framework

The conceptual framework is all about showing how the study will be done and how the different ideas, theories, and variables will interact with each other. The purpose of this conceptual framework is to provide a roadmap to the researchers. The following diagram illustrates the conceptual framework of the study as shown in the next page:



Chapter 3

Research Methods and Procedures

This section deals with the research methods and procedures used in this study.

Design of the Study

For this study, I adopted a survey research design. With numerous research designs and methods available, I have chosen this approach to gather insights into how students perceive English teachers' roles and characteristics, both positively and negatively. Survey research is widely recognized as a crucial method in educational and other types of research, as it helps collect essential information, experiences, opinions, or perspectives from respondents.

In this design, the data were collected systematically, transformed into numerical and thematic formats, presented in tables, and analyzed statistically. Survey research involves gathering data from a number of participants, typically at a single point in time, to systematically compile a body of quantifiable data and identify patterns of association. It remains one of the most widely used research designs in education.

As Creswell (2014) explains, survey research offers a quantitative or numerical description of trends, attitudes, or opinions within a population by studying a sample. Similarly, Kapur (2018) highlights that survey research examines both large and small populations by selecting a representative sample. The primary goal of this method is to explore the relative incidence, distribution, and interrelationships of sociological and psychological variables.

Pandey (2024, p. 129) argues "Survey study design is a commonly employed method in English Language Teaching (ELT) research, which serves several important functions in improving our comprehension of educational methods and learner achievements." He emphasizes how surveys can capture diverse perspectives on teaching methodologies, learner attitudes, and educational outcomes. He further discusses the primary methods, techniques, and tools employed in survey research design, highlighting its significance in informing curriculum development, teacher training, and resource allocation.

From the above definitions, it can be said that in survey research data are collected at a single time, aiming to obtain an overview of a phenomenon, event, issue, or situation. It addresses a large group of population; sampling is the most to carry out the investigation. The sample should be representative of the study. The findings of the survey are generalizable and applicable to the whole population. Therefore, in this research, I selected the survey research design to fulfill the objectives of the study.

Sources of Data

Primary and secondary sources of data were used for this study, which have been discussed as follows:

Primary Sources of Data

The primary sources of data for the proposed study were the responses provided by the B.Ed. level students of one affiliated college and one constituent campus of Tribhuvan University, Kathmandu.

Secondary Sources of Data

I studied Deci, Vallerand and Ryan (1991) and Harmer (2008), and Midgley et al. (2001) studies contributed to figuring out the research problem for my study. Pal (2016), Nushi, Momeni and Roshanbin (2022) Saif, Saif, Shahid, Anwar and Kazmi. (2023), Havik and Westergård (2018) articles, and journals to facilitate the present study.

Sample and Sampling Strategy of the Study

To meet the objectives of this study, I selected 40 bachelor-level students, 20 from each of the selected affiliated college Gramin Aadarsha Multiple Campus, Nepaltar, and constituent campus (Mahendra Ratna Campus, Tahachal) of Tribhuvan University, Kathmandu. I used a random sampling procedure to select my sample for the questionnaire and non-random convenience sampling for the interview.

Research Tools

I distributed a set of structured questionnaires to the students and an interview was also conducted to collect data on the role and characteristics of teachers. I designed a set of questionnaires including 30 close-ended questions for the survey and an interview schedule (15 open-ended questions) was prepared for the interview. For an interview, a semi-structured interview was conducted with only 12 students: 6 girls and 6 boys were selected from each college to explore the personal views of the students regarding their teachers and find out the main characteristics of teachers. Girls were selected for this study to maintain gender equality. The interview guideline includes 15 open-ended questions designed to explore students' in-depth views on their teachers' roles and characteristics. Questions were designed in both English and the Nepali language due to the convenience of the respondents.

Data Collection Procedures

I have collected the data from the primary source by distributing questionnaires and conducting interviews. For this purpose, I adopted the following steps:

First, I visited the selected campuses, talked to the campus chief to get permission, and explained the purpose and process of the research. After getting permission from the Campus Chief, I met the HOD and the Students. They easily accepted my request. After that, I distributed the questionnaires to the students and interviewed them to fulfill the objectives of the study. Data were collected in a relaxed manner in the natural setting. Finally, I thanked them for their cooperation.

Data Analysis and Interpretation Procedure

After collecting data, they were transcribed and coded. From the data, themes were developed. Analysis was done based on themes. This consisted of a series of 30 closed items presented in the form of a Likert scale consisting of five points per item and included open questions to obtain further qualitative information.

Ethical Consideration

Ethical considerations are one of the most valuable ornaments of the research. Every respondent has a right to privacy. The researcher should inform the purpose of

the study and the value of their participation. In this research, I did not use the data for the sake of other purpose without the permission of the respondents, except for research. I did not make any manipulation of collected data and did not do any harm to informants while collecting data. I paid attention to the accuracy, honesty, and truthfulness of data in this study. Similarly, I did not plagiarize the sources; rather, I have written a thesis by giving proper citations and references and trying my best to make the research original. Moreover, I followed all the values and norms and academic writing.

Chapter 4

Results and Discussion

This study concentrated on the students' perceptions on English teachers to find out the roles and characteristics of English teachers.

The study aimed to explore the perceptions of bachelor-level students toward the role and characteristics of English teachers. The data were collected using closed-ended questionnaires and interviews. In closed-ended questionnaires, respondents (S.N. 2 & 6) did not respond to question no. 8. Similarly, respondent (S.N. 10) did not respond to question No. 10. Among the 40 respondents, I have selected 20 students from MRC and 20 from GAMC. Two respondents did not submit their papers. I have collected data using random sampling according to the lottery system. I have collected 6 respondents from GAMC and 6 from MRC for the interview. In GAMC, except for one respondent, all preferred to use the Nepali language in my data collection, even though they were major English students. Similarly, most of the MRC students preferred the English language over the Nepali language.

The collected data were analyzed and interpreted systematically, categorizing them into different themes presented below, covering aspects such as student engagement, teacher-student relationships, teacher preparation and flexibility, and collaboration and creativity. All the answer scoring used the Likert scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree which is shown in the following tables. (Appendix 2, 3, & 4)

Teachers' Role in Classroom Management

Classroom management is a crucial aspect of effective teaching, as it directly influences student engagement, learning outcomes, and overall classroom dynamics. Teachers play a central role in maintaining discipline, setting behavioral expectations, and creating a structured learning environment. However, the extent of their responsibility in managing the classroom is often debated, with some perspectives emphasizing the role of student self-regulation and external factors in maintaining order. While some students view teachers as the primary authority in classroom management, others believe it is a shared responsibility between teachers and students. Understanding students' perceptions of teachers' roles in classroom

management provides valuable insights into how discipline is maintained and how learning environments can be optimized for better academic outcomes.

Table 1

Teachers' Role in Classroom Management

No.	Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
6.	Teachers take charge of the classroom, giving instructions and maintaining discipline.	11	18	29	24	34	13	47
3.	The role of the teacher is crucial in shaping students' academic development.	0	3	3	8	55	34	89

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

Nearly half of the respondents (47%) believe that teachers are primarily responsible for giving instructions and maintaining discipline in the classroom, highlighting the significant role teachers play in managing the learning environment.

Teachers' Role in Academic Development

The role of teachers in academic development garners near-universal agreement, with 89% of respondents (T(4+5)) strongly affirming that teachers play a critical role in shaping students' academic growth.

These findings suggest that classroom management is not a one-dimensional issue. Instead, it reflects a complex interplay between teacher authority and student autonomy. Recognizing this complexity is essential for designing effective teaching strategies that foster both respect for classroom rules and encourage students' sense of responsibility. Moreover, it implies a need for teacher training programs to focus not only on instructional skills but also on strategies for promoting student engagement, cooperation, and self-discipline.

A significant difference emerges between teachers' roles in academic development versus classroom management, with high agreement on academic impact (89% in T(4+5)) compared to a lesser but notable agreement on classroom

management (47% in T(4+5)). This suggests that while teachers are seen as key to guiding student learning, respondents view classroom management as an area where additional factors might also contribute.

In nutshell, although both classroom management and academic development are areas where teachers play influential roles, respondents perceive teachers as having a more direct and substantial impact on academic success than on classroom discipline, where other dynamics might also be at play.

Teaching Methods and Techniques

Teaching methods and techniques play a crucial role in ensuring effective instruction and facilitating meaningful learning experiences. Table 2 presents data on teachers' perspectives regarding their planning, adaptability, adherence to the syllabus, and flexibility in employing varied teaching techniques.

Table 2

Teaching Methods and Techniques

No Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
7. Teachers plan and arrange activities and materials to ensure effective teaching.	3	11	13	0	58	29	87
11 Teachers should adapt their teaching methods to meet the needs of learners.	3	5	8	26	53	13	66
20 While teaching, competent teachers strictly follow the syllabus.	3	32	34	5	39	21	61
22 Teachers have the ability to be flexible and vary techniques according to students' levels, interests, and teaching/learning situations.	3	3	5	5	68	21	89

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

The responses indicate that the vast majority of students (87%) appreciate teachers' efforts in planning and organizing lessons, suggesting that students recognize the role of structured preparation in effective teaching. Regarding the

adaptation of teaching methods to meet students' needs, most respondents (66%) believe that teachers modify their approaches effectively, demonstrating responsiveness to diverse learning styles.

Opinions are more divided on strict adherence to the syllabus, with 60% supporting it as a marker of teacher competency, while 35% believe that rigidly following the syllabus may limit creativity and adaptability in teaching. This suggests a balance is needed between structured learning and flexible instructional approaches. Finally, an overwhelming 89% of respondents agree that teachers demonstrate flexibility in varying their techniques to cater to different student levels, interests, and learning situations.

This strong consensus underscores the importance of adaptability in teaching and its role in fostering an inclusive and engaging learning environment. Taken together, the findings reveal that students highly value both structure and flexibility in teaching. Effective lesson planning is perceived as a foundation for academic success, while responsiveness to learners' needs and contexts is equally crucial. These insights suggest that teachers should not only focus on curriculum coverage but also reflect on students' feedback, adjust their methods accordingly, and strike a pedagogical balance between syllabus adherence and creative instruction. Emphasizing this dynamic approach can lead to more meaningful learning experiences and improved student satisfaction.

Effective Use of Technology by Teachers

The effective use of technology by teachers is essential in enhancing student engagement, motivation, and overall learning experiences. Table 3 highlights various aspects of how teachers integrate technology into their teaching practices and create an engaging classroom environment. A key consideration is the role of well-planned lessons in promoting student participation and comprehension. Additionally, teachers' ability to foster an interactive and stimulating learning atmosphere is crucial in keeping students focused and interested in the subject matter. Encouraging students to engage with English beyond the classroom and providing a supportive environment where they feel comfortable taking risks are also important factors. These elements collectively emphasize the need for teachers to adopt technology-driven strategies and

dynamic teaching approaches that facilitate active learning and meaningful student involvement.

Table 3

Effective Use of Technology by Teachers

No	Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
1.	A good teacher effectively uses technology to enhance learning experiences and students' motivation.	0	8	8	0	63	29	92
4.	Well-planned lessons by teachers contribute to better student engagement and understanding.	0	0	0	3	66	32	97
9.	Teachers encourage and motivate students to actively engage in learning and participate in class activities.	8	0	8	0	55	37	92
17.	Teachers create an entertaining atmosphere to carry out classroom activities.	0	13	13	11	53	24	76
19.	Teachers make courses interesting and are smart to deviate the attention of students from everything else to the topic.	5	5	11	21	58	11	68
21.	Teachers encourage students to learn English outside the classroom.	8	18	26	11	53	11	63
24.	Teachers need to create a relaxed and supportive environment where students feel comfortable taking risks and making mistakes.	8	11	18	5	50	26	76

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

Table 3 presents only 8% of respondents (T(1+2)) believe that teachers do not effectively use technology to enhance student engagement, whereas 92% (T(4+5))

express satisfaction with its use. This suggests that the majority of students recognize technology as a valuable tool for improving learning and motivation. The minimal dissatisfaction highlights a general appreciation for technology integration in the classroom.

Regarding the effectiveness the data in table 3 reveals unanimous agreement on the effectiveness of well-planned lessons, with 97% of respondents acknowledging their role in enhancing engagement and understanding, and only 3% remaining neutral . This overwhelming consensus underscores the importance of structured lesson planning in fostering student involvement and comprehension.

For teachers' role in encouraging active participation, a significant 92% (T(4+5)) of students feel that teachers encourage their participation in class activities, while only 8% (T(1+2)) report feeling unmotivated. This highlights the critical role of teachers in fostering active engagement and indicates that students highly value motivational strategies in the classroom.

For creating an engaging classroom atmosphere, 76% (T (4+5)) of students are satisfied with the classroom atmosphere created by teachers, 13% (T (1+2)) feel that teachers do not make the learning environment engaging enough. Although the majority appreciate the classroom dynamics, the data suggests a need for more interactive and creative teaching approaches to further enhance engagement.

Regarding making courses interesting and maintaining focus, approximately 68% (T(4+5)) of respondents believe teachers successfully keep lessons engaging and help students stay focused, while 11% (T(1+2)) feel that lessons lack interest. This indicates that although students value interesting and well-structured lessons, there is room for improvement in sustaining student attention and making topics more captivating.

For encouraging English learning outside the classroom, 63% (T(4+5)) of students feel that teachers encourage English learning beyond the classroom, a notable 26% (T(1+2)) believe that such encouragement is lacking. This suggests that while most students appreciate out-of-classroom learning support, a significant portion sees the need for teachers to further promote independent learning opportunities.

Regarding creating a relaxed and supportive classroom environment, A total of 76% (T(4+5)) of students agree that teachers foster a supportive classroom atmosphere, while 18% (T(1+2)) feel that the environment does not sufficiently encourage students to take risks or make mistakes. This indicates that while many students recognize the importance of a relaxed learning environment, some believe teachers could do more to build student confidence and create a more supportive space.

Teacher-Student Relationships

The teacher-student relationship is a fundamental aspect of effective teaching and learning. A supportive and positive relationship between teachers and students fosters an environment where learners feel valued, motivated, and confident in their academic journey. Table 4 explores various dimensions of teacher-student interactions, including the role of teachers in guiding and supporting students, the importance of building positive relationships, and the impact of teacher behavior on student confidence and academic performance. Moreover, the table highlights the potential negative consequences of strained relationships between teachers and students, emphasizing the need for educators to cultivate a nurturing and encouraging classroom atmosphere. These insights underscore the significance of strong teacher-student relationships in enhancing both academic success and personal development

Table 4*Teacher-Student Relationships*

No Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
12. Teachers guide and support individual students or small groups in their learning process for effective teaching.	3	5	8	5	54	32	86
14. Teachers should develop positive relationships with students.	5	0	5	0	32	63	95
15. A good teacher is always aware of building the confidence of their students.	5	5	11	8	42	39	82
16. Negative relationships between students and teachers may have worse effects on academic performance and character development.	5	3	8	5	50	37	87

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

For the guidance and Support for Individualized Learning. Table 4 shows that Only 8% of respondents (T(1+2)) feel they lack adequate individualized guidance or support from teachers. Meanwhile, 86% (T(4+5)) are satisfied with the support provided, emphasizing that most students appreciate teachers' efforts to guide them individually or in small groups. This finding suggests that effective teacher support is recognized as enhancing the learning process.

Regarding the importance of developing positive relationships with students, a minimal 5% (T (1+2)) of respondents feel that positive teacher-student relationships are lacking, indicating some dissatisfaction in this area. In contrast, a significant 95% (T(4+5)) agree on the importance of positive relationships, marking this as the highest agreement level across all questions. This strong consensus reflects that most respondents see building trust and rapport as essential for student success and engagement.

For the awareness building student confidence, 11 % (T (1+2)) believe teachers do not adequately help build their confidence, while a substantial 82% (T (4+5)) feel supported in this regard. The data indicates that confidence-building is widely appreciated, as self-assurance is linked to better academic performance and personal growth. However, the minority viewpoint suggests that some students feel teachers could further support confidence-building efforts.

Regarding the impact of negative relationships on academic and character development, 80% (T (1+2)) of respondents are dissatisfied, recognizing that negative relationships with teachers may adversely affect academic performance and character development. With 87% (T (4+5)) agreeing, it's evident that positive interactions are deemed crucial for students' well-being and academic outcomes, underscoring the value of constructive teacher-student dynamics.

Table 4 provides valuable insights into students' perceptions of the emotional and academic support they receive from their teachers in the classroom. The responses indicate that a significant majority of students feel positively about the individualized guidance and attention they receive. This suggests that teachers are effectively addressing students' unique learning needs, either through one-on-one interactions or small group support. Furthermore, the data reflect a strong consensus on the importance of positive teacher-student relationships. An overwhelming number of students acknowledged that building trust, respect, and rapport with teachers is crucial for their overall academic engagement and motivation. Similarly, a large proportion of students appreciate the efforts made by their teachers to build their confidence, recognizing that such support enhances their self-belief and encourages active participation in learning. Additionally, students demonstrate a clear awareness of the detrimental effects of negative teacher-student interactions, noting that such relationships can hinder both academic performance and character development. Overall, the findings from Table 4 underscore the significance of adopting a supportive, emotionally responsive, and student-centered teaching approach. Such a framework not only nurtures academic achievement but also promotes a positive classroom climate where students feel respected, motivated, and empowered to succeed.

Assessment, Feedback, and Meeting Learners' Needs

For the Assessment, feedback, and addressing learners' needs, Table 5 examines teachers' roles in monitoring students' progress, providing constructive feedback, and meeting learners' expectations. Regular observation and assessment help teachers understand students' learning trajectories and make necessary instructional adjustments. Providing feedback is an essential practice that enhances student learning and motivation; while neglecting it can hinder academic growth. Additionally, recognizing and responding to learners' needs significantly impacts their performance and overall classroom experience. The table highlights these aspects, emphasizing the importance of continuous assessment, meaningful feedback, and a learner-centered approach in fostering academic success.

Table 5

Assessment, Feedback, and Meeting Learners' Needs

No	Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
13.	Teachers observe and monitor students' progress, behavior, and understanding during the lesson.	3	5	8	3	61	29	89
23.	Teachers ignore giving feedback to students because they consider it a waste of time.	50	32	82	8	11	0	11
25.	If teachers ignore learners' expectations and needs, it will have positive outcomes regarding the students' performance.	39	29	68	11	16	5	21

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

Regarding monitoring student progress and understanding, Table 5 shows that only 8% of respondents (T (1+2)) feel that teachers do not adequately monitor

students' progress, behavior, and understanding. However, a significant 89% (T (4+5)) agree that teachers actively observe and monitor these aspects during lessons. This strong approval indicates that students value teachers' ongoing assessment as a crucial part of effective teaching, helping them feel supported and well-guided in their learning. The minority who disagrees may point to areas where monitoring could be improved to ensure all students benefit from this attentiveness.

Regarding the feedback given to the students, a notable 82% (T (1+2)) disagree with the notion that teachers ignore giving feedback, indicating that most respondents see feedback as an active and valued part of their learning experience. On the other hand, 11% (T(4+5)) believe that teachers sometimes overlook feedback. While the majority feel that feedback is provided consistently, this small portion suggests there may be isolated instances where feedback is insufficient, underscoring a need for teachers to ensure consistent feedback practices across classrooms.

For addressing learners expectations and needs, a substantial 68% (T(1+2)) of respondents believe that ignoring learners' expectations leads to negative outcomes, showing a strong consensus on the importance of meeting students' needs . Conversely, 21% (T (4+5)) think that overlooking these expectations could have positive effects, suggesting a minority view that sees flexibility in addressing all needs as potentially beneficial. However, the majority's viewpoint emphasizes that students want teachers to consider their expectations, as it fosters a more supportive and responsive learning environment.

Regarding teacher preparation and flexibility, Teacher preparation and flexibility are essential in adapting to the evolving demands of education in the 21st century. Table 6 explores teachers' perspectives on embracing challenges, adopting diverse teaching techniques, and maintaining professional commitment. Effective educators continuously refine their teaching methods, viewing new strategies and assessments as opportunities rather than burdens. Passion for teaching and dedication to professional growth are key attributes of successful teachers, ensuring they remain engaged and effective in their roles. The table highlights the importance of adaptability, lifelong learning, and professional commitment in fostering high-quality education and enhancing student outcomes.

Table 6*Teacher Preparation and Flexibility*

No	Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
5.	Teachers should face new challenges in the teaching and learning process in this 21st Era.	0	5	5	3	63	29	92
8.	Different teaching techniques and tests are perceived as burdens for teachers.	20	51	71	14	6	9	14
26.	A good teacher has a great passion for teaching, not only for money.	3	0	3	5	34	58	92
29.	Teachers should not be committed to their own professional growth and development.	8	26	34	18	47	0	47

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

Regarding facing new challenges in the 21st century, the above table 6 shows only 5% of respondents (T(1+2)) feel that teachers are not equipped to face modern educational challenges, while a significant 92% (T(4+5)) agree that teachers should actively take on these new demands. This strong consensus highlights that most students believe adaptability is essential for teachers in the evolving landscape of 21st-century education, underscoring the expectation that teachers must stay responsive to modern educational shifts.

For the perception of teaching techniques and tests as burdens, a notable 71% of respondents (T(1+2)) agree that different teaching techniques and tests are challenging for teachers, indicating a perceived burden. Conversely, only 14% (T(4+5)) disagree with this view, and another 14% remain neutral. The majority's view suggests that many students perceive varied methods and testing as potentially

overwhelming for teachers, indicating a need for support in managing these educational tools.

Regarding the passion for teaching beyond monetary motivation, a minimal 3% (T(1+2)) believe teachers lack genuine passion, while a substantial 92% (T(4+5)) feel that teachers are driven by a passion for teaching beyond financial motives. This high level of agreement reflects that students value dedication and enthusiasm in their teachers, with an overwhelming majority affirming that teachers' passion is more important than monetary incentives. The findings highlight that students greatly appreciate teachers who bring enthusiasm and commitment to the profession.

For the commitment to professional growth, pinions on the importance of teachers' commitment to their own professional growth and development are divided. While 34% (T(1+2)) believe that ongoing professional growth is not essential, 47% (T(4+5)) agree that teachers should be committed to their development, and 18% are neutral. This division suggests mixed beliefs about the necessity of professional growth, with some respondents perhaps seeing experience as more valuable than formal development, while others emphasize the importance of continual learning.

Encouraging Collaboration, Teamwork, Creativity, and Independent Thinking

Encouraging collaboration, teamwork, creativity, and independent thinking is fundamental to fostering an engaging and dynamic learning environment. Table 7 explores teachers' roles in promoting these elements through active participation, communicative language learning, and resourceful instruction. Effective teachers facilitate meaningful discussions and activities that encourage student interaction and deeper understanding. The table also examines attitudes toward peer collaboration and teacher questioning, highlighting the importance of creating a supportive atmosphere where students feel motivated to express their ideas. By integrating collaborative and student-centered approaches, teachers can enhance critical thinking, problem-solving, and overall learning outcomes

Table 7*Encouraging Collaboration, Teamwork, Creativity, and Independent Thinking*

No	Questions	1*(%)	2(%)	T(1+2)	3(%)	4(%)	5(%)	T(4+5)
2.	Teachers who encourage collaboration, teamwork, creativity, and independent thinking for students are considered good.	5	3	8	0	34	58	92
10.	Teachers actively participate in classroom discussions and activities alongside the students.	5	5	11	5	68	16	84
18.	Teachers promote communicative language learning through activities and discussion.	0	0	0	0	79	21	100
27.	A teacher bothers student by asking unnecessary questions.	32	42	74	16	11	0	11
28.	Peer collaboration and discussion do not contribute to a deeper understanding of the subject matter.	26	58	84	8	3	5	8
30.	Teachers should provide information, materials, and resources for students' learning.	0	0	0	0	58	42	100

*1 = Strongly Disagree, 2 = Disagree, 3 = Neutral (neither agree nor disagree), 4 = Agree, 5 = Strongly Agree

Regarding encouraging collaboration, teamwork, creativity, and independent thinking, Table 7 presents only 8% of respondents (T(1+2)) believe teachers are not effective in promoting collaboration, teamwork, creativity, and independent thinking. In contrast, 92% (T(4+5)) feel teachers do well in encouraging these values to foster creativity in students. This strong consensus (92%) shows that students highly appreciate teachers who promote teamwork and independent thought, considering these qualities essential for effective teaching.

For the active teacher participation in classroom discussions and activities, 11% of respondents (T(1+2)) are not in favor of teachers actively engaging in classroom discussions, a significant 84% (T(4+5)) support this idea. This data suggests that students appreciate teachers who participate in discussions and classroom activities, indicating that active teacher involvement is seen as beneficial to learning.

For promoting communicative language learning, a unanimous 100% of respondents (T(4+5)) agree that teachers effectively promote communicative language learning through activities and discussions. With no respondents in disagreement, this result highlights the perceived importance of communicative activities in enhancing language skills, with students valuing teachers who emphasize interaction in language learning.

To avoid unnecessary questions, the majority (74%) of students (T(1+2)) disagree that teachers ask unnecessary questions, while only 11% (T(4+5)) feel that teachers ask irrelevant questions. This response suggests that most students find teacher questioning to be relevant and supportive rather than a disturbance, viewing it as an important aspect of their learning experience.

Regarding the value of peer collaboration and discussion, an overwhelming 84% of respondents (T(1+2)) disagree that peer collaboration and discussion are unhelpful for understanding the subject matter, while only 8% (T(4+5)) believe collaboration does not contribute to learning. This finding indicates that the majority of students view peer collaboration and discussion as key elements that deepen their understanding, reinforcing the role of collaborative learning.

For providing information, materials, and resources, all respondents (100%, T(4+5)) believe that teachers provide adequate learning materials, resources, and

information, with no students expressing dissatisfaction. This unanimous agreement highlights that students value the availability of learning resources as a fundamental aspect of effective teaching, underscoring their reliance on teachers for access to essential materials.

Analysis and Interpretations of the Data Obtained through Open-Ended Questions

Analysis and Interpretation of Data

The transcribed responses reveal a detailed perspective on the qualities and practices respondents associate with effective English teachers. A close examination of these responses has led to the identification of several prominent themes, such as teacher qualities, teaching styles, and classroom dynamics. In this analysis, I explored these themes more deeply and interpreted their meanings within the context of effective English language teaching.

Teacher Qualities

The effectiveness of an English teacher is shaped by a combination of professional and personal attributes that influence students' learning experiences. This section highlights key teacher qualities that students value, including punctuality and discipline, fluency and knowledge of English, positive teacher-student relationships, leadership and motivation, as well as patience and emotional control. These qualities not only enhance instructional effectiveness but also contribute to creating a supportive and engaging learning environment. Understanding these expectations provides valuable insights into how teachers can refine their practices to better meet the needs of their students.

Punctuality and Discipline

The emphasis on punctuality and discipline reflects the respondents' belief that structure and reliability are crucial in the teaching profession. Teachers who are punctual set an example for their students, signaling the importance of time management and responsibility (A, B, E, F, I). Discipline, as mentioned by several respondents, is not only about classroom control but also about being consistent and

maintaining order, which contributes to a positive learning environment. In contexts where students may be distracted or unmotivated, the teacher's ability to maintain discipline becomes essential to ensure effective learning.

Fluency and Knowledge of English

Fluency in English is repeatedly highlighted as an essential teacher quality (A, C, D, F, G). Respondents agree that an English teacher must be highly proficient in the language, especially in grammar, speaking, and writing. The idea is that teachers should not only be fluent but also possess a deep understanding of the language, allowing them to guide students effectively in their language acquisition. This also underlines the expectation that English teachers act as role models for their students in demonstrating language proficiency.

Positive Relationships

A common thread throughout the responses is the importance of establishing positive relationships with students (C, G, I, J). Teachers who are approachable, respectful, and empathetic are seen as more effective in motivating students and fostering a productive learning environment. By cultivating positive teacher-student relationships, teachers can create a safe space where students feel comfortable expressing themselves and taking risks in their language use.

Leadership and Motivation

Effective teachers are often viewed as leaders who inspire and motivate their students (A, E, H, J). Being a leader in the classroom does not mean commanding authority but rather guiding students towards their learning goals. The ability to motivate students, to be both a teacher and a facilitator, and to make lessons engaging are qualities respondents highly value. Teachers are seen as facilitators of not just content knowledge but also personal growth and self-confidence in students.

Patience and Lack of Anger

Patience is frequently mentioned as a key quality for an effective English teacher (A, E, F). Teachers who remain calm, composed, and non-reactive to disruptive behaviors foster a more supportive learning atmosphere. When teachers are

patient, they help reduce anxiety, particularly in a language learning environment where students may feel vulnerable or hesitant to make mistakes. The ability to manage frustrations and maintain a calm demeanor allows students to feel secure and supported.

Teaching Technique

A teacher's instructional approach plays a crucial role in shaping students' learning experiences and engagement. Respondents emphasize the importance of an interactive and participatory teaching style, where students are actively involved in discussions, activities, and group work rather than being passive recipients of information. Additionally, students value teachers who employ diverse teaching methods that cater to different learning styles, rather than relying solely on lectures. Creating a collaborative learning environment is also seen as essential, as it fosters communication, teamwork, and a sense of community. These insights highlight the need for teachers to adopt dynamic and inclusive teaching strategies that enhance student motivation and comprehension.

Engagement and Participation

Many respondents highlighted the importance of an interactive and participatory teaching style (B, G, H, J). Teachers who engage students actively through discussions, activities, and group work are seen as more effective than those who rely on traditional, passive forms of instruction. The desire for an interactive classroom suggests that students want to feel involved and invested in their own learning. This preference also aligns with contemporary educational practices, where learner-centered teaching is advocated.

Teaching Methods

While many respondents appreciate participatory teaching methods, one respondent also expressed a preference for teachers who utilize diverse teaching strategies, as opposed to solely relying on lectures (K). This indicates a desire for varied instructional approaches that cater to different learning styles. Lecturing, although still valuable in some contexts, may not fully engage students or address

their individual needs. A balance of different methods ensures that students remain motivated and that content is accessible to all learners.

Collaborative Environment

A collaborative learning environment was another key aspect mentioned by several respondents (J, H). Teachers who foster collaboration among students, whether through group activities, peer teaching, or cooperative learning, create a more inclusive and supportive classroom. Collaboration encourages communication skills and builds a sense of community, which is particularly important in language learning, where peer interaction can reinforce understanding and fluency.

Classroom Environment

The way a teacher delivers instruction significantly influences students' learning experiences and overall engagement. Many students appreciate an interactive and participatory teaching style that encourages active involvement in discussions, group work, and hands-on activities rather than passive learning. They also value teachers who incorporate a variety of instructional methods to accommodate diverse learning preferences instead of relying solely on lectures. Furthermore, fostering a collaborative learning environment is seen as essential, as it promotes communication, teamwork, and a supportive classroom atmosphere. These perspectives underscore the importance of adopting dynamic and inclusive teaching strategies that enhance student motivation, comprehension, and overall academic success.

Positive and Friendly Atmosphere

Respondents were consistent in their preference for teachers who create a positive and unbiased classroom environment (B, C). In such an environment, students feel respected, valued, and free from discrimination. Teachers who maintain an impartial and supportive atmosphere enable students to thrive, fostering a culture of trust and mutual respect.

Dynamic and Interactive Classroom

Another critical theme is the importance of an enjoyable, dynamic, and interactive classroom environment (A, H). When the classroom is engaging, students

are more likely to participate, learn actively, and retain information. Teachers who incorporate various activities, games, and multimedia into their lessons can make learning enjoyable and meaningful. The active engagement of students is critical for maintaining interest and motivation, which is often challenging in traditional language classrooms

The responses reveal a clear vision of what constitutes an effective English teacher from the perspective of students. Teachers who excel in language proficiency, maintain positive relationships, and display patience are highly regarded. These qualities are not only valued for their impact on learning but also for their role in shaping a positive and supportive classroom culture. The emphasis on engagement, participation, and collaboration reflects a shift towards more student-centered pedagogies, where active involvement and peer interaction play central roles in the learning process. The classroom is not seen as a space for passive reception of information but as a dynamic environment where students and teachers work together to facilitate language learning.

In this context, the classroom environment becomes the stage where teachers' personal qualities and teaching styles come together to create an atmosphere conducive to learning. A teacher's ability to balance professional knowledge with emotional intelligence such as being approachable, understanding, and patient greatly contributes to creating a positive classroom dynamic. Ultimately, the data suggests that effective English teaching goes beyond just delivering content; it involves the holistic development of the student in a supportive, interactive, and respectful environment. This view aligns with modern educational philosophies, which recognize that effective teaching must address both cognitive and affective domains to nurture well-rounded, confident learners.

Chapter 5

Findings, Conclusion, and Implications

Findings

This study explores students' perceptions of their English teachers and the various factors that contribute to an effective learning experience. The findings highlight key themes such as the impact of teachers on academic development, the importance of structured yet flexible lesson planning, and the role of engagement and technology in enhancing learning. Additionally, students emphasize the significance of strong teacher-student relationships, constructive feedback, and the need for passionate and adaptable educators. Collaboration, creativity, and active engagement also emerge as essential components of a dynamic classroom environment. These insights provide a foundation for understanding students' expectations and offer valuable implications for improving teaching practices in English language education. From the analysis and interpretation of the obtained data, the following findings have been drawn.

1. **Teacher Impact on Academic Development vs. Classroom Management.** Students believe that teachers have a stronger influence on their academic progress than on maintaining classroom discipline. While they acknowledge that discipline is important, they see teachers' instructional strategies and guidance as the real drivers of their success. Many students view classroom management as a shared responsibility, where they also play a role in maintaining order.
2. **Effective Planning and Flexibility in Teaching.** Students appreciate teachers who come to class well-prepared with structured lesson plans but also value flexibility. While some prefer a strict adherence to the syllabus, others favor adaptability, believing that teachers should adjust their methods to meet different learning needs. Striking a balance between structure and flexibility is seen as key to an effective learning experience.
3. **Lesson Planning, Engagement, and Technology Use.** A well-planned lesson, engaging teaching methods, and the integration of technology create a more effective learning environment. While students recognize their teachers' efforts to keep lessons interesting, they suggest there is room for

improvement in making classes more interactive and encouraging participation beyond the classroom.

4. **Teacher-Student Relationships.** Supportive relationships with teachers play a crucial role in students' academic and personal growth. Nearly all students feel that teachers who are approachable, encouraging, and attentive help boost their confidence and motivation. They emphasize that emotional support and personalized attention can be just as important as academic instruction.
5. **Assessment, Feedback, and Attention to Student Needs.** Students highlight the importance of regular assessment and constructive feedback in their learning journey. Many believe that tracking progress and receiving timely, meaningful feedback helps them improve academically. They also feel that when teachers overlook their expectations and needs, it negatively affects their learning experience.
6. **Adaptability, Passion, and Dedication in Teaching.** Students hold in high regard teachers who are adaptable, passionate about their work, and committed to continuous learning. They appreciate educators who embrace new challenges, show enthusiasm in the classroom, and actively seek professional growth. Teachers' dedication and genuine interest in their students' success make a significant impact.
7. **Collaboration, Creativity, and Active Engagement.** Students value learning environments where collaboration, creativity, and active participation are encouraged. They believe that teachers who promote teamwork, critical thinking, and interactive learning approaches help deepen their understanding and make lessons more engaging.

Finally, Students generally have a positive view of their English teachers but express a desire for more innovation in teaching methods, better use of diverse materials, and a stronger focus on individual learning needs. They expect their teachers to be knowledgeable, fair, and adaptable, believing that these qualities contribute to both academic success and personal development.

Conclusion

This study looked at what makes an English teacher effective, based on students' views about their roles and qualities that help with students' overall growth. The findings show that teachers have a big impact on students' academic experiences, especially through how well they teach, not just how they manage the classroom. While discipline is important, students mostly value teachers for their guidance, support, and help in learning. One major finding is that good communication, motivation, and student engagement are key to effective teaching. Students believe that teachers who explain clearly, inspire them, and involve them in lessons help improve their learning. They also appreciate teachers who encourage critical thinking, creativity, and teamwork in class, showing that great English teachers do more than just deliver content they help students understand deeply.

The study also points out important qualities in English teachers that affect both teaching and student behavior. Being flexible and able to adjust teaching methods is highly valued. Students like teachers who tailor their lessons to different learning styles. Some students prefer teachers who stick to the syllabus, while others enjoy a mix of structure and creative teaching. A balance between the two makes lessons more interesting and effective. Strong teacher-student relationships also play a big role in both academic and personal growth. Teachers who are supportive and caring boost students' confidence and motivation. Emotional support and personal attention are seen as just as important as subject knowledge. Ongoing assessment and feedback are also key parts of effective teaching. Students value teachers who give timely, helpful feedback and adjust their teaching based on student needs.

Lastly, the study shows that students admire teachers who are passionate, committed, and open to improving their skills. These teachers create a lively and supportive classroom that helps students succeed academically and grow personally.

Implications

For the Practice Level

1. Teachers should be encouraged to continuously develop their adaptability, passion, and dedication. Professional development programs can focus on

flexible teaching methods, creativity, and fostering positive teacher-student relationships. These qualities are highly valued by students, who appreciate teachers who are committed and adaptable.

2. Teachers should prioritize building strong, supportive relationships with students, which are essential for academic and personal growth. Training programs should focus on emotional intelligence, communication skills, and strategies to build trust and rapport with students.
3. The effective use of technology should be emphasized, with teachers encouraged to integrate multimedia tools, interactive platforms, and collaborative online environments to enhance lessons. This will cater to students' preferences for engaging, technology-enhanced learning experiences.
4. Teachers should strike a balance between structured lesson planning and the flexibility to adapt to students' needs. A dual approach that includes both structure and flexibility is likely to improve learning outcomes.
5. Regular assessment and timely feedback should be prioritized. Teachers should implement formative assessments and provide constructive feedback to help students track their progress and address areas for improvement.

For the Policy Level

1. Policymakers should support curricular flexibility, allowing teachers to adapt lessons to meet the diverse needs of their students while ensuring key academic standards are maintained.
2. Teacher evaluation policies should focus not only on academic outcomes but also on relational and emotional aspects of teaching. Evaluations should assess how well teachers build rapport, provide individualized support, and engage students in learning.
3. Education policies should invest in ongoing teacher training programs that equip educators with the skills to be adaptable, creative, and passionate. This can be achieved through workshops, peer collaborations, and access to resources that encourage innovative teaching practices.

4. Policymakers should encourage schools to integrate collaborative learning into their educational strategies. This can be supported through policies that encourage project-based learning and cooperative teaching models.

For Further Study

1. Future research could explore specific aspects of teacher-student relationships, such as empathy, authority, and trust, to determine how these qualities impact student motivation and academic success.
2. Further studies could investigate the influence of technology on student engagement and performance, exploring how different technological tools affect the learning experience.
3. Long-term studies could examine the lasting effects of teacher qualities like adaptability, passion, and dedication on students' academic trajectories over time.
4. Research could compare the perceptions of students regarding teacher impact, lesson planning, and relationships across different cultural and educational contexts. This would help determine whether the findings are universally applicable or specific to certain educational settings.

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Appendixes

Appendix I; Closed-ended questions used to study Students' Perceptions on English Teachers.

Dear Informant,

These questions have been prepared to draw data or information for the research work entitled **Understanding Effective English teacher: Students' Perceptions of Roles and Characteristics** under the supervision of **Dr. Gopal Prasad Pandey**, Head and Reader, Department of English Education, T. U. Kirtipur. This study attempts to explore the perceptions of the students towards the teachers and to find out the role and characteristics of English teachers. Therefore, your kind cooperation in responding to all the questions will be extremely valuable to fulfill the objectives and address the research questions of the study. Please feel free to express yourselves. I assure you that any information that you provide will be kept highly confidential and will be used only for this research purpose.

Thank you for your valuable time!

Researcher:

Sushila Adhikari

M.Ed. forth semester

Department of English Education

T.U. Kirtipur, Kathmandu

Name

University/ Department

Age

Gender

Level/ Semester

Kindly rate your agreement with the following statements on a Likert scale

1= Strongly disagree

2= Disagree

3 = Undecided

4= Agree,

5= Strongly agree

1. A good teacher effectively uses technology to enhance learning experiences and students' motivation.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
2. Teachers who encourage collaboration, teamwork, creativity, and independent thinking for students are considered good.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
3. The role of the teacher is crucial in shaping students' academic development.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
4. Well-planned lessons by teachers contribute to better student engagement and understanding.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
5. Teachers should face new challenges in teaching and learning process in this 21st Era.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree

- Strongly Agree
6. Teachers take charge of the classroom, giving instructions and maintaining discipline.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
7. Teachers plan and arrange activities and materials to ensure effective teaching.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
8. Different teaching techniques and tests are perceived as burdens for teachers.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
9. Teachers encourage and motivate students to actively engage in learning and participate in class activities.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
10. Teachers actively participate in classroom discussions and activities alongside the students.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree

11. Teachers should adapt their teaching methods to meet the needs of learners.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
12. Teachers guide and support individual students or small groups in their learning process for effective teaching.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
13. Teachers observe and monitor students' progress, behavior, and understanding during the lesson.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
14. Teachers should develop positive relationships with students.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
15. A good teacher is always aware of building the confidence of their students.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree

16. Negative relationships between students and teachers may have worse effects on academic performance and character development.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
17. Teachers create an entertaining atmosphere to carry out classroom activities.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
18. Teachers promote communicative language learning through activities and discussion.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
19. Teachers make courses interesting and are smart to deviate attention of students from everything else to the topic.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
20. While teaching, competent teachers strictly follow the syllabus.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree

21. Teachers encourage students to learn English outside the classroom.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
22. Teachers have the ability to be flexible and vary techniques according to students' level, interest and the teaching/learning situations.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
23. Teachers ignore giving feedback to students because they consider it a waste of time. Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
24. Teachers need to create a relax and supportive environment where students feel comfortable taking risks and making mistakes.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
25. If teachers ignore learner's expectation and needs, it will have positive outcomes regarding the students' performance.
 - Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree

26. A good teacher has a great passion for teaching, not only for money.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
27. A teacher bothers students by asking unnecessary questions.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
28. Peer collaboration and discussion do not contribute to a deeper understanding of the subject matter.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
29. Teachers should not be committed to their own professional growth and development.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree
30. Teachers should provide information, materials, and resources for students' learning.
- Strongly Disagree
 - Disagree
 - Undecided
 - Agree
 - Strongly Agree

Appendix 2; Quantitative Data used Frequency in the table for the study of student's perception on English teacher.

0	1	2	1+2	3	4	5	4+5	Total(1+2+3+4+5)
Gender	7	31	38	0	0	0	0	38
1Techno.	0	3	3	24	11	35	92	38
2encourage	2	1	3	13	22	35	92	38
3Rol_Tec	0	1	1	21	13	34	89	38
4Pla_Tec	0	0	0	25	12	37	97	38
5challenge	0	2	2	24	11	35	92	38
6disc.	4	7	11	13	5	18	47	38
7Plan_arr	1	4	5	22	11	33	87	38
8burden	7	18	25	2	3	5	13	35
9motivate	3	0	3	21	14	35	92	38
10disc-act	2	2	4	26	6	32	84	38
11adopt	1	2	3	20	5	25	66	38
12guide-sup	1	2	3	20	12	32	84	37
13obs-mon	1	2	3	23	11	34	89	38
14posi-rel	2	0	2	12	24	36	95	38
15confid	2	2	4	16	15	31	82	38
16neg- relat	2	1	3	19	14	33	87	38
17entertain	0	5	5	20	9	29	76	38
18Promote	0	0	0	30	8	38	100	38
19dev_atten	2	2	4	22	4	26	68	38
20syllabus	1	12	13	15	8	23	61	38
21out-class	3	7	10	20	4	24	63	38
22flexible	1	1	2	26	8	34	89	38
23ign- fed	19	12	31	4	0	4	11	38
24relax env.	3	4	7	19	10	29	76	38
25ign- exc	15	11	26	6	2	8	21	38
26passion	1	0	1	13	22	35	92	38
27bother	12	16	28	4	0	4	11	38
28peer col	10	22	32	1	2	3	8	38
29pro- grow	3	10	13	18	0	18	47	38
30inf-ma-re	0	0	0	22	16	38	100	38

Appendix 3; Qualitative Data used percentage in the table for the study of student's perception on English teacher.

	1	2	1+2	3	4	5	4+5	Total(1+2+3+4+5)
Gender	18.42	81.58	100.00	0.00	0.00	0.00	0.00	100
1Techno.	0.00	7.89	7.89	0.00	63.16	28.95	92.11	100
2encourage	5.26	2.63	7.89	0.00	34.21	57.89	92.11	100
3Rol_Tec	0.00	2.63	2.63	7.89	55.26	34.21	89.47	100
4Pla_Tec	0.00	0.00	0.00	2.63	65.79	31.58	97.37	100
5challenge	0.00	5.26	5.26	2.63	63.16	28.95	92.11	100
6disc.	10.53	18.42	28.95	23.68	34.21	13.16	47.37	100
7Plan_arr	2.63	10.53	13.16	0.00	57.89	28.95	86.84	100
8burden	20.00	51.43	71.43	14.29	5.71	8.57	14.29	100
9motivate	7.89	0.00	7.89	0.00	55.26	36.84	92.11	100
10disc-act	5.26	5.26	10.53	5.26	68.42	15.79	84.21	100
11adopt	2.63	5.26	7.89	26.32	52.63	13.16	65.79	100
12guide-sup	2.70	5.41	8.11	5.41	54.05	32.43	86.49	100
13obs-mon	2.63	5.26	7.89	2.63	60.53	28.95	89.47	100
14posi-rel	5.26	0.00	5.26	0.00	31.58	63.16	94.74	100
15confid	5.26	5.26	10.53	7.89	42.11	39.47	81.58	100
16neg- relat	5.26	2.63	7.89	5.26	50.00	36.84	86.84	100
17entertain	0.00	13.16	13.16	10.53	52.63	23.68	76.32	100
18Promote	0.00	0.00	0.00	0.00	78.95	21.05	100.00	100
19dev_atten	5.26	5.26	10.53	21.05	57.89	10.53	68.42	100
20syllabus	2.63	31.58	34.21	5.26	39.47	21.05	60.53	100
21out-class	7.89	18.42	26.32	10.53	52.63	10.53	63.16	100
22flexible	2.63	2.63	5.26	5.26	68.42	21.05	89.47	100
23ign- fed	50.00	31.58	81.58	7.89	10.53	0.00	10.53	100
24relax env.	7.89	10.53	18.42	5.26	50.00	26.32	76.32	100
25ign- exc	39.47	28.95	68.42	10.53	15.79	5.26	21.05	100
26passion	2.63	0.00	2.63	5.26	34.21	57.89	92.11	100
27bother	31.58	42.11	73.68	15.79	10.53	0.00	10.53	100
28peer col	26.32	57.89	84.21	7.89	2.63	5.26	7.89	100
29pro- grow	7.89	26.32	34.21	18.42	47.37	0.00	47.37	100
30inf-ma-re	0.00	0.00	0.00	0.00	57.89	42.11	100.00	100

Appendix 4; Interview questions for selective students to study Students' Perception on English Teachers.

Q.1

- i. What comes to your mind when you think English teachers?
- ii. What qualities do you believe are essential for an effective English teacher?
2. How does your teacher establish and maintain positive relationships with students, and in what ways do you think this impacts the learning environment?
3. Are you satisfied with the teaching and learning processes adopted by your English teachers in the classroom?
4. How does your teacher incorporate different materials, beyond textbooks, into the teaching process?
5. What do you believe makes teaching effective, and what specific expectations do you have from your English teacher in this regard?
6. Which teaching methodology is predominantly used by your English teacher, and do you prefer this approach?
7. Is your English teacher attentive to the diverse backgrounds and needs of students in the classroom?
8. Why do you think fairness and lack of bias are important in grading and assessment systems for teachers?
9. What is your opinion on the importance of teachers being qualified, experienced, and trained?
10. As an English student at the Bachelor level, what roles do you believe teachers should perform, and do you think your teachers fulfill these roles?
11. In your view, what are the key characteristics that define a good English teacher?
12. How crucial do you believe it is for teachers to observe and monitor students' progress, behavior, and understanding during lessons?
13. How do you perceive the importance of accuracy and fluency in the English language skills of teachers?
14. What are your thoughts on the integration of technology by English teachers to enhance learning experiences and student motivation?
15. In your idea, what are the things English teachers should improve in language teaching?

Appendix 6; Transcription of interview recording of the selected Campus (GAMC and MRC)

Gramin Aadarsha Multiple Campus (GAMC)		
Name and Code of stds.	Questions No.	Answers of the respondents
A	1.	<ul style="list-style-type: none"> i. Strict, more knowledgeable, more intelligent, basic knowledge of English language and vocabulary ii. In my opinion, the teachers should be punctual, disciplined, a leader, a facilitator, an entertainer, (the class should not be boring) unique, and different from other teachers.
	2.	<ul style="list-style-type: none"> i. Create a favorable environment, treat students like family and be friendly, like guardians, collect positive information from society, and directly impact teaching and learning, ii. directly impacts our study, in a good relationship, the students feel comfortable they will learn and think easily and a bad relationship leads the bad impacts like demotivate, hesitation, and so on.
	3.	Although the English teachers go through the traditional way, they are more entertaining than others. Yes, I am satisfied.
	4.	My teachers use different news articles, and literary books like novels, stories, poems, movies, and songs.
	5.	I expect a good relationship between teachers and students always, to treat students in a family-friendly environment and I expect new knowledge through new methods from my teachers.
	6.	My English teachers use traditional/ old methods mostly. In our context, we have to accept it but I do not prefer this method.
	7.	I did not think my teachers go through students' diversity, needs, and interests. They teach their one way and focus on the goal of the study only.
	8.	Yes, fairness and lack of bias are very important in grading and assessment systems for teachers. Because all the students are equally capable of learning. teachers should be fair and unbiased. grading and assessment system is not only for students' progress but also for the competitive environment. It

		is not good. It impacts the students negatively, they can demotivate that's why it is not good. Should treat students equally.
	9.	Novice teachers don't know how to treat students and how to use new teaching methodologies that's why Teachers should be experienced, and qualified
	10.	i. Teachers should perform a vital role in the classroom because it is directly related to performance and learning, teachers should be technology-friendly in this era, and use new methodologies. ii. Most of the time, my teachers do not fulfill those roles in the classroom.
	11.	Teachers who can create a family-friendly environment in the classroom, who prefer the English language than the Nepali language, and who can be aware of the English language structures and vocabulary.
	12.	It is most important to understand the students' behavior progress and understanding that's why teachers should monitor and observe. Students have to face many difficulties in learning English so teachers should familiar with the actions and reactions of the students.
	13.	English teachers should command in the English language. teachers should have an accuracy of the language and fluent speakers. Speaking should be accurate and fluent.
	14.	English teachers must use new technology in the classroom. I don't think my teachers use different technology they use only textbooks. Every student should have a computer or cell phone in their home and teachers, different movies and dramas, and YouTube videos should play in English.
	15.	It will be better to focus on speaking skills. For the practice of speaking skills, different audio and visual materials should be used, focusing on creative thinking and free writing. Roles like a guardian, give a theme idea of the topic to the students.
B	1.	i. A foreign/second language teacher ii. My teachers are Participatory, non-discriminative well disciplined,
	2.	i. My teachers create an unbiased environment and, provide positive responses to the students,

		ii. Impact: It facilitates a learning environment and makes the classroom more effective.
	3.	I am not satisfied because teachers follow traditional methods instead of modern methodology.
	4.	No, my teachers don't use extra materials instead of textbooks. New technology should be used.
	5.	I expect that teachers should focus on English speaking which we easier to communicate.
	6.	i. My teachers specially used teacher-centered method ii. I don't like it.
	7.	Yes, my English teachers pay as much attention as they can but it is difficult to maintain.
	8.	Yes, it is necessary and important (fairness and unbiased in grading and evaluation).
	9.	Teachers should be qualified, experienced, and trained because the English language is not our mother tongue. So, it is difficult to teach for the teachers and learn for the students as well.
	10.	i. Role model, motivator ii. Yes, our teacher doing well in these roles.
	11.	Non-discriminative, participatory, clear voice, and knowledge of subject matter.
	12.	It is necessary to monitor and observe students' progress, behavior, and understanding because teachers should know the understanding level of the students, and focus the students on the subject matter.
	13.	It is necessary to use technology because it makes class interesting and facilitates the learning process. I appreciate this.
	14.	i. My teacher has a clear voice and he is a good speaker of the English language. ii. Positive impact
	15.	It will be better to change the teaching methodology (student-centered method)
C	1.	i. Good teaching, punctual, high English language level, very good in grammar, speaking, writing, good teaching style, my teachers also have these qualities

		ii. Qualities in my opinion: lack of anger, more knowledge of the subject matter.
	2.	i. My teachers have good positive vibes, intimacy, and humble ii. Yes, positive relationships always facilitate learning, and negative relationships hamper learning.
	3.	I am satisfied with the teaching-learning process adopted by my English teachers.
	4.	My teachers use a laptop, placards, projectors, sentence cards word cards, etc. besides the textbook.
	5.	i. I expect a good relationship with my teachers, good behavior with students, and an interactive class environment because we can learn more knowledge from our teachers and it can be beneficial for the students and teachers.
	6.	i. My teachers use students student-centered method, they focus on our needs and interests also. ii. I like this method because we get a chance to speak and learn something.
	7.	Yes, my teachers are attentive to diversity, needs, and interests. Sometimes they create a romantic environment. They feel comfortable with us.
	8.	It may be better if teachers are aware of fairness and unbiased. Sometimes my teachers are not fair and biased to us. It is not good.
	9.	Yes, teachers should be experienced, qualified, and trained. In my opinion, in government schools/colleges, are teachers more experienced, qualified, and trained than in private schools/colleges. These qualities facilitate learning.
	10.	i. Good teaching, focus on four skills of language, focus on grammar, patience ii. My teachers ply these roles but it is better to focus on the speaking skill
	11.	Fluent English speaker, focus on grammar, good teaching style, patience.
	12.	It is necessary to monitor and observe students' understanding. It helps to improve students' progress.
	13.	It is very important to use new technology. I expect more use of technology by my teachers. For only sometimes, my teachers use technology.

	14.	My teachers speak English fluently and accurately but it will be better to speak English more in the classroom.
	15.	It will be better to speak English more and make the classroom comfortable and easy.
D	1.	<ul style="list-style-type: none"> i. Fluent English speaker, different from other teachers, understanding the student's nature ii. Personal quality – (neatness, physical, and so on), professional quality, social quality
	2.	<ul style="list-style-type: none"> i. My teachers listening to us, being positive towards our thoughts, using student- center methods in the classroom ii. Definitely, it impacts the teaching-learning process because the student-teacher positive relationship facilitates learning, students can gain good knowledge, and students can express their thoughts and feelings easily with the teachers, it also helps the student's personality development.
	3.	I am satisfied to some extent but not 100 percent.
	4.	My teachers use extra materials according to need but not daily. They mostly use textbooks.
	5.	In my expectation from my teachers is that it is better to use the English language more in the classroom but not translation methods, or communication in the English language.
	6.	<ul style="list-style-type: none"> i. My English teachers use both teacher-centered and student-centered methods, interactive methods ii. Yes, I like it.
	7.	Yes, my teachers are attentive to the diversity, needs, and interests of the students but it is very difficult to maintain.
	8.	Yes, it is necessary. It should be evaluated according to the student's capacity. It should not be biased, it should be fair. It should not hamper the quality of the students. If not, students are humiliated and demotivated. I don't have any case about this but some of my friends are not satisfied with this grading and assessment system with our teachers.
	9.	Obviously. Teachers should be qualified, experienced, and trained because it determines the quality of education. It helps to change the educational system of the country.
	10.	English teachers should be understanding, and focus on four English language skills. My teachers fulfill those roles to some extent.

	11.	English teachers should be experienced, and trained, to talk in English more.
	12.	Yes, it is very necessary to monitor and observe student's behavior, progress, and understanding. It may help the teacher to understand the students how they learn, and what they learn. They also get the chance to find out their teaching way.
	13.	Yes, my teachers are fluent and accurate in the English language as far as I know. I am positive about it.
	14.	i. In my opinion, teaching cannot be effective without new technology in this era. It helps to motivate the students by using different materials. Teaching and learning are fast and easy to teach according to their objectives. ii. It affects the teaching and learning.
	15.	It is better to focus on the presentation to every student and less use of lecture methods.
E	1.	i. Good Command in English, different from other teachers, controller ii. Good English speaker, motivator, participatory, lack of anger, (patience)
	2.	i. My teacher creates positive relationships with students, creates a friendly environment, ii. Impact: Students feel comfortable to share students' problems, ideas, and feelings.
	3.	I am not satisfied with the teaching-learning process adopted by the English teachers. Some teachers usually come into the classroom without planning.
	4.	Only textbooks, not other materials. It should be used according to the topic.
	5.	It is better to teach with planning because teachers are the role models of the students.
	6.	i. Teacher-centered and student center method (both) ii. Yes, I prefer this method
	7.	My English teachers try their best to give attention to the diversity, needs, and interests of the students.
	8.	Grading and assessment systems are important. Our teachers are fair and unbiased.

	9.	Teachers should be experienced, qualified, and trained because English is our second language so experienced, qualified, and trained teachers only can handle and teach nicely.
	10.	i. Role: Hard working, participatory, pre-planning about what to teach, simplicity, patience, ii. Some teachers play such roles perfectly and some are not.
	11.	Skillful, experienced
	12.	It is important because it makes students aware of the subject matter and hardworking.
	13.	New technology is very effective and important at this time. It may help the student to develop more knowledge.
	14.	Fluency and accuracy are very important for an English teacher because we learn whatever they teach, and pronounce.
	15.	It will be better Pre-planning, student involvement and so one.
F	1.	Fluent in English, good English speaking and writing, and different than other teachers.
	2.	i. My English teachers are positive with students, helpful, do not humiliate the students. ii. Definitely, the relationship of the students impacts teaching and learning because a suitable environment helps the students to learn comfortably. There is a 99% possibility to get a chance for good learning. students keep interest in learning.
	3.	Yes, I am satisfied.
	4.	At a bachelor level, my teachers sometimes include some materials prepared by last year's students like thesis proposals for research, and other extra materials they don't use.
	5.	I expect a good relationship between teachers and students, help in problem-solving.
	6.	i. My teachers mostly use student-centered methods. ii. I don't prefer this.
	7.	My teachers are aware of the diversity, needs, and interests of the students but it is difficult to maintain in the classroom.
	8.	Grading and assessment are very important in teaching. it should be fair and unbiased. My teachers are fair and unbiased in this regard.

	9.	Teachers should be experienced, qualified, and trained because, without those qualities, they cannot be good teachers, teaching is not effective and it is difficult to teach students.
	10.	i. Problem solver, interest creator, motivator, unbiased, talented, supporter, positive thinker, interactive ii. My teachers do not fulfill those roles but sometimes in some extent only.
	11.	English teachers should be qualified in the knowledge of the subject matter, motivator, and language should be used according to the understanding level of the students.
	12.	Without observation and monitoring of the student's behavior, progress, and understanding teaching cannot be effective.
	13.	In the modern age, Through the use of new technology, we can get a chance to achieve extra knowledge besides the content knowledge but it should be used positively.
	14.	My teachers have fluency and accuracy in the English language.
	15.	It is better to evaluate the student fairly, use the student center method most, provide feedback to every task of the students.
		Mahendra Ratna Campus, Tahachal (MRC)
G	1.	i. Who speaks the English language nicely ii. English teachers should be friendly, Close, interactive, open. Some of my teachers have those roles to some extent only.
	2.	i. My teachers create an easy environment with students and maintain positive relationships they do not humiliate the students. ii. Yes, it impacts the teaching-learning process because a positive relationship creates positive and better situations which facilitates learning but negative relationship creates negative and worse situations in learning. it may hamper the learning.
	3.	I am not fully satisfied but satisfied because my teachers are only syllabus-oriented
	4.	My teachers include teaching materials like slides and other materials also according to the topic.
	5.	I expect help to improve my speaking skills from my English teacher.

	6.	<p>i. My teachers use student-centered methods.</p> <p>ii. I prefer this method because we can express our feelings, and communicate easily and this method makes us active in the classroom</p>
	7.	My teachers are aware of the diversity, needs, and interests of the students to some extent but they target talented students more.
	8.	Grading and assessment are very important in teaching. it should be fair and unbiased. My teachers are fair and unbiased in this regard.
	9.	<p>i. Without experience, training, and qualification teachers can not teach properly.</p> <p>ii. My teachers may have those qualities.</p>
	10.	My teachers teach us life-related things, interact with students, present, attention to the students.
	11.	Teachers should have a clear voice, teacher should not feel burdened to their profession, maintain equal behavior with students.
	12.	It is very important to observe and monitor. My teachers do that.
	13.	It is a technology era so it is better to use new technology. It helps to increase the interest of the students, attract the students towards learning and it is helpful for the teachers and the students. My teachers also use technology by using slides and pictures.
	14.	My reaches are fluent and accurate in the English language.
	15.	I didn't think so.
H	1.	<p>i. Co-operative, helpful, facilitates students during the lesson, and engages the students toward the lesson.</p> <p>ii. English teachers should have lots of knowledge of the subject matter, be time-oriented, be aware of professional development, use different varieties of activities, Yes, my teachers have these qualities.</p>
	2.	<p>i. Our teachers establish positive relationships with us. They motivate us, create a friendly environment.</p> <p>ii. Yes, it impacts learning, if the students and teachers have a good relationship it will be easy to understand the teachers and also understand what the teachers is teaching.</p>

3.	Yes, I am satisfied with teaching learning process adopted by my teachers because they use student-centered method strategy, all the students can participate in all the activities.
4.	Our teachers use PowerPoint related to the lesson.
5.	i. To make teaching effective, teachers should have lots of knowledge of the subject matter, use different kinds of activities, and make student easy to learn ii. I want my English teachers to encourage us to speak English that will be effective for us.
6.	i. My teachers mostly used student-centered methods like presentation ii. I prefer this methodology.
7.	Yes, our teachers are aware of the diversity, needs, and interests of the students but it is almost not possible but they try to maintain it.
8.	Yes, it is important and our teachers are fair and unbiased.
9.	Yes, teachers must be qualified, experienced, and trained to know how to teach and how to manage the class effectively. My teachers are qualified, experienced, and also trained.
10.	i. Teachers must be familiar, cooperative, good relationships with the students. ii. Our teachers fulfill those roles.
11.	Lots of knowledge of subject matter, good relationship with students, good rapport with students. Yes, my teachers have those characteristics.
12.	Teachers should observe and monitor the students during the lesson Yes, our teachers observe us but do not monitor.
13.	Our teachers are fluent in English speaking and they also encourage the students to speak the English language.
14.	If the teacher integrates technology while teaching English it would be more effective and students can understand the lesson actively. My teachers are aware of the technology. In this 21 st century, every student and teacher must know how to use new technology.
15.	Teachers must encourage the students to speak English outside the classroom, and at home also, create a good environment.

I	1.	i. More knowledge in English, understanding, good teaching ii. Not proud. Yes, my English teachers have these qualities.
	2.	My teachers are positive to us. They encourage us, involved in outings and field trips. It impacts in learning.
	3.	Yes, I am satisfied.
	4.	Yes, my teachers use extra teaching materials according to the topic, like projector, games.
	5.	I want the best learning and best knowledge, best understanding from my English teachers.
	6.	My teachers mostly used interactive methods in my English class. Yes, I like it.
	7.	Yes, my teachers are aware of the diversity, needs, and interests of the students. They encourage all the students but it takes a long time.
	8.	My teachers are fair and unbiased.
	9.	i. Yes, teachers should be experienced, qualified, and trained. They are more confident, they can teach the students in a nice way, and they can understand the students. ii. Yes, my teachers are experienced, qualified, and trained.
	10.	Best in the English language, confident speaking in English motivates and interacts with the students. Yes, my teachers fulfill those roles.
	11.	More knowledge, upper-level qualification
	12.	It is very important. Yes, my teachers observe and monitor the students.
	13.	The use of technology makes teaching interactive and interesting, Yes, my teachers use new technology in teaching. They use the computer (projector)
	14.	My teachers have good in fluency and accuracy in the English language. I am positive about it.
	15.	I don't have any idea.
J	1.	i. An English teacher is a person who helps us collaboratively. ii. English teachers should be open, frank, collaborative, and supportive. They should encourage students, and create a

		comfortable. environment. Most English teachers have these qualities but not all.
	2.	i. My English maintains positive relations with us by entertaining us and they are open with us. ii. Definitely, it impacts the learning environment. If the teacher reacts well then teaching learning is comfortable.
	3.	Yes, I am satisfied
	4.	My teachers use slides and other raw materials and they do some practical observation also beside the textbook.
	5.	i. For effective teaching, the behavior of teaching and the way of teaching. ii. I want to be closed with my teachers, collaborate with us and support
	6.	My teachers use student centered method and I like it.
	7.	Yes, my teachers aware of these things. It not totally possible but only in some extent.
	8.	My teachers treat the students equally.
	9.	Teachers should be qualified, trained and experienced because they are a guide for the students and students should follow them. the more he/ qualified the more he explains. Yes, my teachers qualified trained and experience.
	10.	Facilitator, friendly, easy and comfortable. Yes, my teachers fulfill those toles in classroom.
	11.	Teacher should be humble, collaborative, social, supportive for the students, friendly and so on.
	12.	Yes, my teachers always motivate and inspire us and also observe and monitor us regularly in the classroom.
	13.	English teacher should have those qualities (fluency and accuracy). Without those qualities, he/ she cannot take class properly. My teachers have those qualities but not very good.
	14.	It is technological era. Teaching, evaluation, assessment system and so on depends on the technology so it is very useful to use technological devices for learning and motivate students. My teachers use more technology in the classroom like projectors, slides, mobile phones and some others.
	15.	In my opinion, it depends on the class. The way of teaching, way of motivation, way of students engagements in teaching, should be improve.

K	1.	<p>i. English teachers are really good.</p> <p>ii. Well manage on his appearance, language should be tempered, active teacher is very good.</p> <p>My teachers have these qualities but sometimes they used lecture method which we don't like.</p>
	2.	<p>i. My teachers establish and maintain the positive relationships with us by talking individually.</p> <p>ii. Yes, it impacts in learning because positive relationships make teaching comfortable.</p>
	3.	I am satisfied.
	4.	In this level, my teachers don't use teaching materials as well, they just use textbook.
	5.	<p>i. To make teaching effective, teaching materials, different activities and teaching learning resources are very important.</p> <p>ii. I want my English teachers to speak the English language in the classroom, be student-centered, and always focus on whole class.</p>
	6.	<p>Discussions and lecture methods are mostly used by our teachers.</p> <p>In this level it is also a good method.</p>
	7.	Yes, my teachers are attentive toward the student's diversity, needs and interests but it is not possible to handle whole individual students in the classroom.
	8.	My teachers are fair and unbiased at this level.
	9.	<p>Yes, teachers should be qualified, trained, and experienced. Experience is better than being qualified because experience is related to how students feel, how to teach them, and how to cooperate with them, but I think being qualified is just a document that can we pass by cheating. Then trained is also more important than the qualified. Yes, our teachers are qualified, experienced, and trained as well.</p>
	10.	<p>i. Like a friend, like a partner, like a pair, cooperative</p> <p>ii. Yes, my teachers fulfill those roles.</p>
	11.	<p>Active, entertainer, happy, role model, focused to all students.</p> <p>Yes, most of my teachers have those characteristics. But not all.</p>

	12.	Observation and monitoring are very important in learning teachers should observe whether their students are learning or not, why they are not learning, what they learning, and how they learning. Yes, my teachers are doing such activities in my class.
	13.	Yes, accuracy and fluency are most important. We students have to follow the teachers so they should be accurate and fluent in English speaking My teachers are accurate and fluent in grammar.
	14.	Yes, the use of technology is most important in teaching and learning because if we want to know something, we can search on Google, we can read someone's article, we can get a variety of knowledge from the use of the internet, and teachers should use technology in the classroom. Yes, my English teachers use and focus on technology and they told us to search from Google and find out different ideas.
	15.	It is better to use only English language in the classroom.
L	1.	i. The teacher who teaches the English language. like a foreign teacher in my mind. ii. Personality, clear voice, clear vocabulary, close with students, and ability to understand the students
	2.	i. My teachers maintain positive relationships by creating a friendly environment. ii. It impacts on learning. positive relationship facilitates the learning but negative relationship hinders the learning.
	3.	Yes, I am satisfied.
	4.	My teachers use PowerPoint slides only in the textbook.
	5.	i. To make teaching effective, a student-centered method should be used. ii. I want the involvement of the students most.
	6.	My teachers use teacher-centered methods like lecture methods in the classroom. I don't like it method but I like both student-centered and teacher-centered methods.
	7.	My teachers are aware of diversity, needs, and interests.
	8.	Grading and assessment are important in learning. my teachers are fair and unbiased.

	9.	Only experienced, qualified, and trained teachers can teach nicely, and only they know about teaching materials, methods, and so on. Yes, my teachers have those qualities.
	10.	English teachers should have a great role in teaching-learning. They teach everything to us related to the English language.
	11.	Good personality, the relationship should be between teacher and student not more than that
	12.	It is very important to observe and monitor student's behavior, progress, and understanding because every teacher should have to know this. Yes, my teachers do that.
	13.	It is a modern period so technology is very important. My teachers use technology in the classroom.
	14.	My English teachers have good fluency and accuracy
	15.	It is better to use also Nepali language, not totally in English language.

Appendix 6: Total Transcription of interview recording of the selected Campus (GAMC and MRC)

Respondent's Code	Answers of the respondents
	<p>Q.1.</p> <p>i. What comes to your mind when you think of English teachers?</p> <p>ii. What qualities do you believe are essential for an effective English teacher?</p>
A	<p>i. Strict, more knowledgeable, more intelligent, basic knowledge of English language and vocabulary.</p> <p>ii. In my opinion, teachers should be punctual, disciplined, a leaders, facilitators, and entertainers. (the class should not be boring) unique, and different from other teachers.</p>
B	<p>iii. A foreign/second language teacher</p> <p>iv. My teachers are Participatory, non-discriminative well disciplined</p> <p>My teachers create an unbiased environment and, provide positive responses to the students.</p> <p>Impact: It facilitates a learning environment and makes the classroom more effective.</p>
C	<p>iii. Good teaching, punctual, high English language level, very good in grammar, speaking, writing, good teaching style, my teachers also have these qualities.</p> <p>Qualities in my opinion: lack of anger, and more knowledge of the subject matter. My teachers have good positive vibes, intimacy, and humble.</p> <p>Yes, positive relationships always facilitate the learning, and negative relationships hamper the learning.</p>
D	<p>iii. Fluent English speaker, different from other teachers, understands the student's nature</p> <p>iv. Personal quality – (neatness, physical, and so on), professional quality, social quality</p>

E	<p>iii. Good Command in English, different from other teachers, controller</p> <p>iv. Good English speaker, motivator, participatory, lack of anger, (patience)</p>
F	<p>i. Fluent in English, good English speaking and writing, and different than other teachers.</p> <p>ii. Same.</p>
G	<p>iii. Who speaks the English language nicely</p> <p>iv. English teachers should be friendly, Close, interactive, and open.</p> <p>Some of my teachers have those roles to some extent only.</p>
H	<p>iii. Co-operative, helpful, facilitates students during the lesson and engages the students toward the lesson.</p> <p>iv. English teachers should have lots of knowledge of the subject matter, be time-oriented, be aware of professional development, use different varieties of activities.</p> <p>Yes, my teachers have these qualities.</p>
I	<p>iii. More knowledge in English, understanding, good teaching</p> <p>iv. Not proud,</p> <p>Yes, my English teachers have these qualities.</p>
J	<p>iii. An English teacher is a person who helps us collaboratively. English teachers should be open, frank, collaborative, and supportive.</p> <p>iv. They should encourage students, and create a comfortable environment. Most English teachers have these qualities but not all.</p>
K	<p>iii. English teachers are really good.</p> <p>iv. Well managed in his appearance, language should be tempered, an active teacher is very good.</p> <p>My teachers have these qualities but sometimes they use lecture methods that we don't like.</p>

L	iii. The teacher who teaches the English language. like a foreign teacher in my mind. iv. Personality, clear voice, clear vocabulary, close with students, ability to understand the students,
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