

A Study of Characteristics of Effective English Teachers as Perceived by High School Teachers and High School Students in a High School in Thailand

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Abstract

This thesis reports a study of a group of English teachers and students in grade 12 in a high school in Thailand on their perceptions of the characteristics of effective English teachers. The purpose of this study is to investigate the characteristics of effective English teachers as perceived by both groups. Also, it finds out the differences between English teachers' and students' perception

The research methodology was a mixed method. The first part of the study was conducted through a questionnaire survey of 169 students studying in the 12th grade of a high school as well as their 25 English teachers. This was followed by the semi-interview with a sample of these students and English teachers. The questionnaire consists of three main categories: subject matter knowledge, pedagogical knowledge and socio-affective skill.

Overall, the findings showed that English teachers had a different perception of the characteristics of effective English teachers from the students. English teachers rated the socio-affective skill as the highest rank out of the three categories, whereas students ranked pedagogical knowledge as the highest. The findings of the study have useful implications for English teachers to acknowledge more about the perception of their students about themselves, which English teachers can enhance their behaviors, teaching techniques and teaching materials.

Also, plan the activities that attract students to engage more in the learning process and to receive the effective learning outcome.

Keywords: English Language Teachers, Schools in Thailand, characteristics, effective English teachers, pedagogical knowledge, socio-affective skills, subject matter knowledge.

1. Introduction

As English has seemed to be the dominant language across the globe, people from different countries use it as a communication tool with the rest from other nations. Apart from daily usage, English can be also utilized for accessing various sources of information or knowledge. Therefore, it is essential to encourage and provide opportunities for Thai citizens to learn English as the basic tool of communication. With the exposure of English language, they are able to gain more job opportunities, as well as contribute in terms of negotiation among the economic and social life aspect. English learning and teaching have always been seen as major issues by the Ministry of Education in Thailand, despite the countless policy changes in regards of language teaching and learning ever since 2006. For instance, the English syllabus in Thailand has been shifted more towards a communicative approach, instead of focusing on grammatical structures. However, according to the GAT (General Aptitude Test) result during 2004, it has revealed that the outcome was not as effective as it might have seemed to be. Students from elementary school, especially grade 10th and grade 12th students have received the lowest score in English as compared with any other subjects. In addition, the study of Sripatham Noom-ura in 2013 revealed that the academic results from Thai students were below satisfactory, even though they have spent twelve years in studying English during the primary and secondary levels. In regards of the level of English proficiency, standards in Thai might be relatively low, as compared with the rest of the neighboring countries. The outcome of the 2010 Test of English as a foreign Language (TOEFL) has indicated that Thailand ranked 116 out of 163 countries. Several issues were being brought up and reported by the Ministry of Education in Thailand. Such issues are divided into two main issues. First is teaching and learning problem, teaching and learning English in Thailand does not cover all four skills (listening, speaking, reading, and writing). Grammar is only emphasized and memorized how to use their vocabulary. This leads to the lack

Language in India www.languageinindia.com ISSN 1930-2940 18:1 January 2018

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of communication skill when students do not learn useful knowledge; they are not able to apply what they have learnt. English teachers' pedagogical strategy is not various and efficient for the students. Also, there are too many students in one class. Therefore, all students are not being well taken care of.

Second issue is the quality of English teachers. The Ministry of Education in Thailand reported that the majority of English teachers in Thailand lack of English proficiency. Especially in English communication, English teachers need teaching skills as well as the good attitude towards teaching and learning. According to the Office of the Basic Education Commission (OBEC), the test evaluation of English teachers suggested that they have the English proficiency of 51.91 out of 100. It shows English teachers need to improve their English proficiency. In teaching and learning, textbooks are the main teaching materials and English teachers teach only what they can. Importantly, English teachers in Thailand do not have an opportunity to improve their skills continuingly and systematically. Speaking about the quality of English teachers who come from different countries, according to the Ministry of Education in Thailand stated that their quality is not qualified in terms of pedagogical knowledge and language acquisition as well as their personal behaviors. Moreover, Thailand is not an English speaking country, the environment in Thailand is not supportive for students to explore English.

The Perception of Good English Teachers

Good and qualified teachers are essential for an effective educational system to enhance the quality of learning. Teachers are the essential in the classroom playing the vital role in enhancing students' learning as well as students' achievement (Markley, 2004).

Although, effective teachers in general may share some common characteristics, certain characteristics depend on the subjects they teach. Some researchers believe that it is the nature of the subject matter that makes language teachers different from teachers in other fields (Hammadou & Bernhar, 1987). There are several characteristics of an effective foreign teacher including subject matter knowledge, pedagogical knowledge, and socio-affective skills. Also, teachers' beliefs, perceptions and assumptions about the teaching and teacher efficacy affect the way they understand and organize instruction (Chacon, 2005). It is also essential to study the

perceptions of students about learning and teaching simply because their beliefs and perceptions about learning seem to be obviously relevant to the understanding of the course or instruction. Moreover, this provides teachers with the opportunity to have a deeper understanding of different types of learners. Teachers can understand what their students expect from learning in order to reflect their own teaching and they are able to enhance their pedagogical techniques. As for students, they can understand their teachers' beliefs and possibly change some of their wrong concepts about foreign language teaching and learning. Both teachers and students can have a mutual understanding on what foreign language teaching would be like as well as reduce the gap and misunderstanding of one another.

2. Objectives

The objectives of this study are as follows:

1. To investigate the characteristics of effective English teachers as perceived by high school English teachers.
2. To investigate the characteristics of effective English teachers as perceived by high school students.
3. To find out the differences between the perception of high school English teachers and high school students.

3. Research Questions

The following three research questions were used to guide this study:

- (1) What are the characteristics of effective English teachers as perceived by high school English teachers in Thailand?
- (2) What are the characteristics of effective English teachers as perceived by high school students in Thailand?
- (3) What are the different characteristics of an effective English teacher as perceived by High School English teachers and those perceived by high school students?

4. Method

4.1 Participant Selection

4.1.1 Participant Selection: Students

The first group of population in this study can be described as follows. They were 295 students (130 male students and 165 female students) studying in twelve grade in the first academic year 2017 at a high school. In this group, the sample size for 295 population, rounded up to 300 as suggested by Krejcie and Morgan (1970). However, the selection of 169 Thai twelve grade students was based on Krejcie and Morgan (1970).

4.1.2 Participant Selection: English Teachers

The second group of the population of this study was high school English teachers teaching English at the same school. Regarding this group of population, there were 25 of them include 19 Thai English teachers and 6 foreign teachers (5 Filipinos and 1 English). Therefore, all of them were the participants of this study.

4.2 Instruments

4.2.1 Questionnaire

It is important to state that the questionnaire in this study was adopted and adapted from Shishavan and Sadeghi (2009). The original questionnaire of Shishavan and Sadeghi (2009) included two main parts; 46 statements in the first part of the questionnaire about the characteristics of effective English teachers and the participants were asked to rate the statements based on a five-point Likert Scale (strongly disagree, disagree, no idea, agree, strongly agree). The second part of the original questionnaire consisted of 8 open-ended questions to be answered by the participants.

The questionnaire in this study was adopted from Shishvan and Sadeghi (2009) and adapted to make it relevant to the context of this study and to obtain the data for both high school English teachers and high school students. The statements of the questionnaire about the characteristics of effective English teachers was dropped to 24 statements simply because some of the statements in the original questionnaire are not relevant and meant for the context of this

study. Also, the participants were asked to express their agreement and disagreement on each statement based on a four-point Likert Scale (strongly disagree, disagree, agree, and strongly agree). A four-point Likert Scale is used to represent a certain degree of agreement and disagreement in part 2 to allow the participants to choose one response among a set of given responses. The scale is ranged from Strongly Disagree = 1, Disagree = 2, Agree = 3 and Strongly Agree = 4, unlike the original questionnaire, which the 'No Idea' scale was deleted simply because the 'No Idea' can lead to the ambiguousness in the process of data analysis and the research result. Therefore, a four-point Likert scale can facilitate the research study to get more specific responses from the participants (<https://www.extension.iastate.edu>).

Also, the four open-ended questions in the original questionnaire were also deleted and left with four relevant open-ended questions in this questionnaire to be stated the answers by the participants. The questionnaire is divided into three main parts.

4.2.2 Interview

The semi-structured interview with English teachers and students was also carried out by the researcher using the semi-structured interview questions adapted from Kaboodvand (2013) to guide during the interview process. Therefore, the interview report was written down and recorded for data analysis.

4.3 Procedure of Data Analysis

This study is divided into two parts. In the first part, descriptive data analysis has been utilized to answer the research question 1-2. In the second part, content analysis and manifest content analysis (McBurney, 1994) have been used to analyze in the qualitative part. Also, the percentages and the frequencies were used to find out the outstanding differences between the two respondents to answer the research question 3.

5. Findings and Discussions

Research question 1: What are the characteristics of effective English teachers as perceived by high school English teachers in Thailand?

Table 1: English teachers' perception towards Subject matter knowledge

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Understand how to speak English very well	56	44	-	-
2. Know English culture well	68	32	-	-
3. Write English well	60	40	-	-
4. Pronounce English correctly	76	24	-	-
5. Speak English well	60	40	-	-
6. Read English well	60	40	-	-
7. Have a high level of proficiency with English vocabulary	68	32	-	-
8. Be fully familiar with English grammar	56	44	-	-
n (English teachers) = 25				

Table 1 has shown that all English teachers had agreed with all the statements. Therefore, English teachers perceived that an effective English teacher is someone who should understand how to speak English very well, know English culture well, write English well, pronounce English correctly, speak English well, read English well, have a high level of proficiency with English vocabulary, and be fully familiar with English grammar.

In the following table will be the findings of English teachers' perception towards pedagogical knowledge

Table 2: English teachers' perception towards pedagogical knowledge

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Prepare the lesson well.	68	32	-	-
2. Manage the class time well.	72	28	-	-
3. Assign homework to students.	48	52	-	-
4. Teach language learning strategies to learn outside the	56	44	-	-

classroom.				
5. Use lesson plans.	48	52	-	-
6. Teach English in English.	96	-	4	-
7. Provide opportunities to use English through tasks and activities.	60	40	-	-
8. Provide activities that attracted students to be interested in learning.	68	32	-	-
n (English teachers) = 25				

Table 2 shows the findings of eight characteristics of effective English teachers in the category of pedagogical knowledge as reported by English teachers. Based on the finding, English teachers had agreed with every statement that effective English teachers should prepare the lesson well, manage the class time well, assign homework to students, teach language learning strategies to learn outside the classroom, use lesson plans, teach English in English, provide opportunities to use English through tasks and activities, and provide activities that attracted students to be interested in learning.

Interestingly, there was one English teacher out of all English teachers (4 percent) who did not agree that teaching English in English is necessary.

The following table shows the English teachers' perception toward socio-affective skills.

Table 3: English teachers' perception towards socio-affective skills

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Listen to students' opinion and let them express themselves.	76	24	-	-
2. Help students to develop their self-confidence to use English.	72	28	-	-
3. Not discriminate between students and treat them fairly.	76	24	-	-
4. Show interest in students by remembering their names.	56	44	-	-
5. Be polite and respect each students' personality.	72	28	-	-

6. Be able to handle to criticism.	64	36	-	-
7. Control their temper.	72	28	-	-
8. Be flexible	72	28	-	-
n (English teachers) = 25				

Table 3 suggests the frequency for the individual statements in the category of socio-affective skill perceived by English teachers. It is interesting to note that all English teachers shared the same perception that effective English teachers should listen to student's opinion and let them express themselves, help students to develop their self-confidence to use English, not discriminate between students and treat them fairly, show interest in students by remembering their names, be polite and respect each students' personality, be able to handle to criticism, control the temper, and be flexible. In other words, in every statement under socio-affective skill is the characteristics that effective English teachers should have.

Based on the findings, English teachers had agreed with every statement on the quantitative data that effective English teachers should have three main qualities, which are English teachers should have well subject knowledge, pedagogical knowledge as well as socio-affective skills. Moreover, English teachers also added more characteristics of effective English teachers, which are, having proper pronunciation, having good up-to-date of the subject, having passion towards their teaching career, and having good relationships with students. Also, having knowledge in various fields and preparing more activities for students are the characteristics that can distinguish English teachers from teachers in other subjects.

However, one English teacher mentioned that teaching English in English is not necessary, unlike the rest of the English teachers. This was due to the fact that using English the whole time in English class does not guarantee that students will acquire the language effectively. Switching the language to students' mother tongue when students do not understand the lessons that being taught is more effective way for students to acquire the target language.

Interestingly, English teachers had rated the personalities or the way teachers behave towards students as the most important characteristic that will make a good English teacher. In other words, having a socio-affective skill is crucial characteristic to be effective English

teachers simply because students see their teachers as their role models as suggested by English teachers. This finding also confirm the findings of Arnon and Reichel (2007), Beizhuizen (2001) and Shishavan and Sadeghi (2009) who had found that good personality of teachers does play a vital role in how teachers define what a good teacher is.

In terms of the issues that English teachers have experienced during their teaching, it is revealed that there is no effect on the English teachers' perception towards the characteristics of effective English teachers. However, the time limit and the lack of students' motivation were the concerned issues which can affect their teaching performances. According to the English teachers commented on the issue that they have faced, no matter how well teachers prepare their lessons, but the time they have is not enough for them to perform their potentials. This can cease them from reaching to be effective. Another interesting issue is the lack of students' motivation, this can also stop teachers from being effective where students are not motivated in learning. However, if English teachers look at the students' perception where they perceived good English teachers are someone who can change their attitudes toward the subject. In other words, students are keen to have teachers who know well how to motivate them in learning. Therefore, having a proficiency in the target language is not efficient to transmit the knowledge to students (Shulman, 1986). In other words, having only good English proficiency does not lead to the effective teaching.

Pedagogical Implications

In terms of teaching and learning, being an effective teacher means being able to get the best out of your students by being measured in terms of education, psychological and social outcomes. To put this in simple terms, if your teaching and your interactive style contribute to improvement fronts, you are doing your job well (Stevens and Crawley, 1994). There is no doubt that having good relationship with your students is the easiest way to get the best out of your students. For example, teachers can treat students fairly and respect their opinions. Never think that teachers are above students because teachers can also learn something new from students as well. In fact, they can learn from each other. Also, having passion in teaching can also result the effective learning outcome. In other words, it is difficult to expect the effective learning outcome

when teachers are not what they expect from their students. Moreover, being evaluated or acknowledged other teachers' perception is also important in teaching career, where teachers can reflect the way they teach and look at new ways to make improvements as an individual to give them better methods on teaching as well as enhancing their teaching materials. Once English teachers acknowledge other English teachers' perception on how to be effective they would look at these perceptions and internalize it, once they internalize it they will look at the easiest and most effective way to implement what they understand. Once this takes place they will focus on the details and follow the foundation they manifest within themselves. After this process it would not be difficult to look back at themselves and consider what needs to be changed or improved.

In terms of teaching, English teachers can make the lessons more comprehensible for students by using various methods. For instance, switching the language to students' mother tongue during the misunderstanding periods would be effective and it makes the lessons go smoothly. This also increases students' confidence to use English and they will not have the feeling that they are left behind in the classroom.

Research question 2: What are the characteristics of effective English teachers as perceived by high school students in Thailand?

Table 4: The students' perception towards the subject matter knowledge

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Understand how to speak English very well	32	50	15	3
2. Know English culture well	27	52	15	6
3. Write English well	17	70	12	8
4. Pronounce English correctly	11	68	17	4
5. Speak English well	14	62	20	4
6. Read English well	31	54	9	6
7. Have a high level of proficiency with English vocabulary	28	52	15	5
8. Be fully familiar with English grammar	29	45.5	18	7
n (Students) = 169				

Table 4 shows that the eight characteristics of effective English teachers under subject matter knowledge are all agreed by the students that effective English teachers should understand how to speak English very well, know English culture well, write English well, pronounce English correctly, speak English well, read English well, have a high level of proficiency with English vocabulary, and be fully familiar with English grammar. However, being fully familiar with English grammar is the least emphasized characteristic.

Table 5: Students' perception towards pedagogical knowledge

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Prepare the lesson well.	34	50	9	7
2. Manage the class time well.	28.4	52	10	10
3. Assign homework to students.	21	36	20	23
4. Teach language learning strategies to learn outside the classroom.	27	52	18	3
5. Use lesson plans.	35	49	9	7
6. Teach English in English.	40	42	9	9
7. Provide opportunities to use English through tasks and activities.	27	54	10	9
8. Provide activities that attracted students to be interested in learning.	31	51	11	7
n (Students) = 169				

Table 5 suggests that the eight characteristics of effective English teachers under pedagogical knowledge are important characteristics to define effective English teachers. Therefore, students had agreed that effective English teachers should prepare the lesson well, manage the class time well, assign homework to students, teach language strategies to learn outside the classroom, use lesson plans, teach English in English, provide opportunities to use English through tasks and activities, and provide activities that attracted students to be interested in learning. Interestingly, there was one statement which is assigning homework to the students, where almost half of the students weighted less important on this particular statement unlike the English teachers.

Table 6: Students' perception towards socio-affective skill

Statements An effective English teacher is someone who should:	Agree (%)		Disagree (%)	
	SA	A	D	SD
1. Listen to students' opinion and let them express themselves.	40	41	10	9
2. Help students to develop their self-confidence to use English.	32	51	8	9
3. Not discriminate between students and treat them fairly.	32	51	10	8
4. Show interest in students by remembering their names.	33	46	17	4
5. Be polite and respect each students' personality.	32	50	8	10
6. Be able to handle criticism.	33	47	12	8
7. Control their temper.	33	45	15	7
8. Be flexible	40	43	9	8
n (students) = 169				

Table 6 shows the frequency for the individual statements in the category of socio-affective skill perceived by students. It is interesting to note that all students agreed that effective English teachers should listen to students' opinion and let them express themselves, help students to develop their self-confidence to use English, not discriminate between students and treat them fairly, show interest in students by remembering their names, be polite and respect each student' personality, be able to handle criticism, control their temper, and be flexible. However, helping students to develop their self-confidence to use English as well as being flexible are the big emphasized characteristics.

According to the finding, students also perceived that effective English teachers should have three main qualities like the English teachers' perception. However, there are some differences between English teachers' and students' perception in the statements of being fully familiar with English grammar, assigning homework, and controlling temper where the three characteristics are the least emphasized characteristics simply because there are various activities for them to learn English outside the classroom besides the English books. For instance, learning English from social media. Therefore, students will not be limited in learning English. Also,

using the best out of technologies can also develop students' motivation in learning and completing their homework as well as it can improve students' English proficiency if using various sources of information to teach English. Students also prefer having the effective communication to being fully familiar with English grammar. Regarding the controlling of their teachers' temper, students believed that they are very positive to this matter simply because they are prepared for every mood changing of their teachers. Also, their teachers' mood also depends on students' participation and performances as well.

Interestingly, students and English teachers had the same agreement in the items of helping students to develop their self-confidence to use English and being flexible, where the two groups of participants gave more weight to these two characteristics under the category of socio-affective skill.

Additionally, students also perceived that being friendly, having sense of humor, being responsible, and being able to speak students' local language are the additional characteristics of effective English teachers that should be acting as well. Moreover, using English as a medium, focusing more on teaching communication, more interesting in terms of the ways they teach, and do not pay attention to students are also the characteristics that can distinguish English teachers from teachers in other subjects.

Regarding to the most important characteristic that can make a good English teacher as perceived by the students is the ability of teaching. This also confirms the study in Australia (White, 2009) that high school students viewed the ability to give a well explanation and engagement in lesson as an important aspects of being an effective teacher. Also, the study of Kutnick and Jules (1993) showed the same finding. Interestingly, in the study of Bullock, where it was conducted with grade 4th students in America showed that students prefer a kind and helpful teacher. These findings show that different group of students have different preferences and beliefs of what a good teacher is.

Pedagogical Implications

It is worth it to examine the students' perception simply because students' perception can reflect the English teachers' teaching performance, whether the results are positive or negative,

they are all worth to listen to. In other words, if there are no students, there are also no teachers. Importantly, students have limited language experiences to voice their opinion in the context of school, it is therefore very important to take their voice to be heard seriously.

According to the finding, where students prefer English teachers who are able to speak their local language simply because it will help the lessons are more comprehensible. This also helps English teachers to take the lessons smoothly. For example, if some misunderstandings occur during the lesson, teachers can switch the language during the time. This way can make the lessons go smoothly and effectively. When students mentioned about English teachers do not pay attention to them because students felt that they were left behind with a lot of doubts, this issue might happen less if English teachers know well how to teach as well as if there is no language barrier in between.

Speaking of assigning homework. As mentioned, where half of the students did not agree that assigning homework to students is necessary. What English teachers could do is to consider about homework that being assigned and try to adjust to students' interest. Moreover, encouraging students to be effective in English communication is also important rather than being fully familiar with English grammar, but do not know how to use it properly.

Regarding to controlling the temper. Even though, students are well prepared to every mood changing of their teachers, however, it is also important to control the temper and have good personalities as students perceived their teachers as role models.

Research Question 3: What are the different characteristics of an effective English teacher as perceived by high school English teachers and those perceived by high school students?

The result shows the outstanding differences in the statements of 'being fully familiar with English grammar', 'assigning homework to students' and 'controlling temper'. Regarding to the most important characteristic that can make a good English teacher where high school English teachers had rated socio-affective skills as the highest rank, while high school students had rated pedagogical knowledge as the highest rank.

Recommendations

1. The first recommendation is to be aware of personalities or the way teachers behave towards the students, simply because teachers are role models in students' eyes. Having good relationship with students is an essential that English teachers should not ignore simply because students will not be hesitated of stating their needs in learning and their opinions to their teachers. In this case, teachers will know students' needs and wants in learning and it will be comfortable for teachers to enhance their own teaching materials and teaching styles to meet the students' preference. Once teachers can answer the needs of the students, it is assure that teachers will definitely gain the respects from the students.
2. Speaking about assigning homework to students, it is a must thing to do to complete the lessons. In other words, doing homework is another way of revising and self-studying for students. However, teachers also need to consider the work that is being assigned whether it is relevant to the lessons or it has any benefits to students. Also, assigning homework by using social media or various materials beside the textbooks is another way of getting students' attention to complete their works. Importantly, teachers may need to consider of receiving quality works rather than quantity.
3. If English teachers are from different background from students, this also causes the misunderstandings during the lessons. Therefore, having a basic understanding of students' local language is a good thing to consider.
4. Importantly, having good proficiency in the language might not be efficient to transfer the knowledge to students. Students need teachers who know how to teach, having good relationships with students, as well as having good knowledge in the subject. Therefore, English teachers should have all the skills that make effective teaching and at the end teacher will receive the effective learning outcome.
5. English teachers should provide the right understanding of the use of English for students. What English teachers could do is to explain or give a showcase on a model of people who speak English who are similar to local students simply because students can

be influenced and motivated by those who are similar to them rather than those who look totally different from them.

6. Improving and enhancing an individual skill should be practiced at all time.
7. The findings revealed that high school English teachers and high school students had not mentioned about the English syllabus in Thailand. This can also indicates that the English syllabus in Thailand is not the priority issue to concern. What need to be concerned is the qualities of English teachers include Thai English teachers as well as foreign English teachers teaching English in Thailand. Since the effective teaching, the academic result of the students, and students' English proficiency are the most desired accomplishment in terms of teaching and learning, it is therefore to have the effective English teachers to provide such accomplishment.

6. Conclusion

The result obtained from the quantitative and qualitative analysis indicated the characteristics of effective English teachers that effective English teachers should have three main qualities; ability of using English (subject matter knowledge), ability of teaching (pedagogical knowledge) and having good relationship with students (socio-affective skills).

Regarding the differences between English teachers' and students' perception, and it was found that students did not agree with assigning homework and being fully familiar with English grammar while English teachers had agreed with these two characteristics. Therefore, using other materials such as social media as homework and assignments is also an interesting technique to attract students' attention. Being able to speak students' mother tongue is another characteristic that should not ignore in order to avoid the misunderstandings during the lessons. Also, the most important characteristic that can make a good English teacher, where English teachers gave more weight on socio-affective skills while students had rated the ability of teaching as the highest rank. This can also indicate that having good English proficiency alone is not enough to be effective English teachers.

Since English teachers are the main resource for the students to gain their knowledge from, it is important to have effective English teachers as well as the encouragement of English

teachers to the students' understanding towards the English teaching and acquisition to enhance the quality of learning and gain the effective learning outcomes.

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Acknowledgement

The researcher would like to express her profound gratitude to Assistant Professor Dr. Kulaporn Hiranburana of the Assumption University for her advice throughout the process of this research study.

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