

**English Major Female Student-Teachers'
Perspectives on the Characteristics of
Effective English Language Teacher: A Case
Study of the English Unit in the College of
Education at Kuwait University**

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Abstract

The present research aimed to identify the characteristics of the effective English language teacher from the perspective of the female student-teachers at the English Unit at the College of Education -Kuwait University. The sample consisted of 300 participants, (147) female student-teachers majoring in intermediate and high school stage and (153) female student-teachers majoring in elementary school stage. The reliability in this study was measured by calculating the Cronbach alpha reliability coefficient, which its result was (0.869). The analysis of the responses given by the study sample was done using the SPSS program to find out the percentages, averages and standard deviations. In addition, t-test and One Way ANOVA were applied for further results and analyses. The obtained results revealed several findings. First, the rating of the characteristics of the effective English language teacher was based on high means as follows: socio-affective skills (3.969), personality (3.954), pedagogical knowledge (3.923), subject-matter knowledge (3.577), and assessment of students' language (2.816). Second, there were significant differences according to the research variables in domains three and four according to major in college and in domains two and five according to high school specialization, and only in domain four according to years of study.

Keywords: Characteristics of effective teacher, English Language, English Unit, Female student-teachers, Kuwait University.

وجهات نظر الطالبات المعلمات للغة الإنجليزية حول خصائص معلم اللغة الإنجليزية الفعال: دراسة حالة لوحدة اللغة الإنجليزية بكلية التربية في جامعة الكويت

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الملخص

هدفت الدراسة الحالية الى التعرف الى وجهات نظر الطالبات المعلمات للغة الانجليزية في كلية التربية بجامعة الكويت عن خصائص معلم اللغة الإنجليزية الفعال في وحدة اللغة الانجليزية، وذلك من خلال دراسة وجهات نظرهن. تكونت العينة من ٣٠٠ مشاركة بواقع ١٤٧ طالبة تخصص متوسط وثانوي و١٥٣ طالبة تخصص ابتدائي. وعند حساب معامل الثبات لهذه الدراسة، كانت النتيجة (٠,٨٦٩). تم تحليل استجابات العينة باستخدام برنامج الحزم الاحصائية للعلوم الاجتماعية للحصول على النسب المئوية والمتوسطات الحسابية والانحرافات المعيارية. كما تم تطبيق كل من اختبار (ت) واختبار تحليل التباين الاحادي للحصول على المزيد من التحليل والنتائج. توصلت الدراسة الى عدد من النتائج. أولاً: تم ترتيب خصائص معلم اللغة الإنجليزية الفعال بناء على اعلى المتوسطات الحسابية كما يلي: المهارات الاجتماعية العاطفية (٣,٩٦٩)، الشخصية (٣,٩٥٤)، المعرفية الاكاديمية (٣,٩٢٣). المعرفة بمادة التخصص (٣,٥٧٧)، وتقييم لغة الطلبة (٢,٨١٦). ثانياً: توجد فروق ذات دلالة إحصائية فيما يتعلق بمتغيرات الدراسة، في كل من المحورين الثالث والرابع وفقاً لمتغير التخصص في الكلية، وفي المحورين الثاني والخامس وفقاً لمتغير التخصص في المرحلة الثانوية، وفي المحور الرابع فقط وفقاً لمتغير سنوات الدراسة.

الكلمات المفتاحية: خصائص المعلم الفعال، اللغة الإنجليزية، وحدة اللغة الإنجليزية، الطالبات المعلمات للغة الإنجليزية، جامعة الكويت.

English Major Female Student-Teachers' Perspectives on the Characteristics of Effective English Language Teacher: A Case Study of the English Unit in the College of Education at Kuwait University

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Introduction

Teacher effectiveness is an important concept in the learning process as it significantly alters the results of students' performance and achievement based on their good or bad teaching. Melek Koç (2012) states that effective teachers are chief factors as they have a great influence on students' success, and good performance. In addition, Wichadee & Orawiwatnakul (2012) affirm that teachers are among the factors which influence students' learning achievement. From that perspective, Teacher Preparation and Training Programs, no doubt; focus on preparing and training student-teachers academically and pedagogically to graduate effective teachers for good teaching practices. Khojastehmehr and Takrimi (2009) associate teacher effectiveness with students' learning outcomes and teacher's characteristics. According to the World Bank (2011: 16) teacher effectiveness is defined as “the capacity of a given teacher to lead their students to sustained achievement gains”.

However, Schulz (1996) argues that when teachers do not match their students' expectations of effective teaching, this can lead to students' dissatisfaction with the language class and can lead in return to discontinuing their language study. Cotterall (1999) confirms that teachers should be aware of their students' individual learning differences, as well as their expectations of the learning outcomes of the studied courses. Otherwise, this will have a negative result on both students' performance and achievement.

Numerous studies have shown that teacher effectiveness has its own scope and dimensions like the maximum use of instruction time, the use of teaching styles that match the needs of students, and the plan of learning situations which allow students to apply newly taught concepts, knowledge, and skills (Witcher, Onwuegbuzie, and Minor, 2001; Campbell, Kyriakides, Muijs, & Robinson, 2004). According to Arikan, Taser and Sarac-Suzer (2008) to guarantee a continuity of high-quality teaching and learning atmosphere, it is necessary to equip schools with effective teachers who create positive learning environments which encourage and promote learning. Simply put, Cheung (2006: 435-436) clarifies that effective teachers tend to "be enthusiastic, sensitive towards their students' needs, tolerate their students' mistakes and errors, and participate and build onto the learning experiences of their students". Thus, Adams and Pierce (1999) draw our attention to a very important issue which is teacher's years of experience, as it cannot be the only factor for judging and evaluating teachers' effectiveness, since there are other significant characteristics which should be considered.

Witcher, et al., (2003) studied the concept of effective teachers from the opinions of 912 students from different academic majors enrolled at Mid-Southern State University in the United States of America. The findings revealed nine effective teacher characteristics as follows: encourage student-centered learning, demonstrate knowledge about subject matter, competent professional, enthusiastic about teaching, effective at communication, approachable and accessible. competent at instruction, fair and respectful, and provider of adequate performance feedback.

In Zimbabwe, Chireshe (2011) conducted a comparative study on effective and ineffective lecturers from the perspective of 77 university students who responded to questionnaire items. On the one hand, the study showed that the main characteristics of effective lecturers were well organized, competent, friendly and readily available, and fair in their grades. On the other hand, ineffective lecturers came to lectures unprepared and late, humiliated students, did not explain to students their weak points and mistakes to overcome them. In addition, they were biased in their marking and grades, and they were unapproachable and uneasy to contact.

Research on effective teachers has listed several characteristics that entitle teachers to be effective in their teaching and influential on their students. Dincer, Goksu, Takkac & Yazici (2013) reviewed the literature on the characteristics of effective teachers and managed to group the findings of 30 studies under four categories: socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics. As for socio-affective skills, Cheung (2006) highlighted several characteristics like inspiring and motivating students, allocating enough time for students, being enthusiastic for teaching, treating students positively, catering to students' needs, and creating a stress-free classroom atmosphere. Likewise, the findings of both Arikan, Taser & Sarac-Suzer (2008) and Borg (2006) for socio-affective skills included building positive relationships with students and forming good rapport with students to keep the educational process more effectively.

As for the pedagogical knowledge, Dincer, Goksu, Takkac & Yazici (2013: 4) explained that "it has to do with how teachers teach their subject matter, since teachers cannot teach without knowing how to teach it". Several studies highlight the main skills under this characteristic. For example, Clark and Walsh (2004) stressed the importance of pedagogical knowledge as not everyone can obtain. Other studies confirmed that teachers must provide students with a positive learning environment, allocate time for preparation and presentation, provide reinforcement and feedback, maintain effective classroom management, and integrate technology with other educational activities and techniques (Ayden, et al., 2009; Cheung, 2006; Borg, 2006).

Subject-matter knowledge refers to what "teachers should possess regarding their specific field" (Dincer, Goksu, Takkac & Yazici, 2013: 4). This means that teachers should be able to perform and present their knowledge of the subject of their specialization effectively. This includes several skills such as the ability to use the target language effectively, the mastery of the target language accurately and fluently, teaching lessons according to students' background. In addition, teachers must be aware of the target language culture and master the correct pronunciation of vocabulary. Teachers must encourage students to use appropriate learning

strategies, and prepare appropriate lesson plans effectively (Borg, 2006; Park and Lee, 2006; Werbinska, 2009).

Personality is another characteristic for judging a teacher's effectiveness. Dincer, Goksu, Takkac & Yazici, (2013: 5) commented that "teachers bring to their classrooms their personalities as they are humans and deal with humans". Simply put, an effective teacher's personality should be characterized as being friendly, humorous, enthusiastic, creative, responsible, tolerant, open-minded, flexible, caring, and positive towards new ideas (Clark & Walsh, 2004; Malikow, 2006; Cheung, 2006; Borg, 2006; Werbinska, 2009).

Characteristics of Effective English Language Teachers

When English is taught and practiced in formal settings, English teachers will be the main source of students' input as this will affect their learning process directly. Bell (2005: 260) defines effective foreign language teaching as "clear and enthusiastic teaching that provides learners with the grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language". Sanderson (1983) reaches that an effective language teacher is the one who is pedagogically competent, demonstrates an adequate subject-matter knowledge, and speaks mainly the target language. Werbinska (2009) states that in contemporary educational settings, the tasks of language teachers should be facilitating learning, enabling learners to learn or preparing the best conditions for learning to take place.

Ramsden (1992) warns teachers that students are aware of how their teachers think and feel about them. So, they should care about them in order not to lose them. Ramsden (1992, 124) states that "the aim of teaching is simple: it is to make students' learning possible...To teach is to make an assumption about what and how the student learns; therefore, to teach well implies learning about students' learning". Mizuno (2004) points out that the English teacher' personality affects students twice as strongly as those of other subjects.

Many research studies have investigated the characteristics of the effective English language teacher. Some were from the perspectives of teachers (Borg, 2006; Thompson, 2008; Khojastehmehr & Takarimi, 2009; Liando, 2010) and others were from the perspectives of both teachers and students (Schulz, 1996; Brown, 2009; Badawood, 2015). Moreover, other studies investigated the opinions of general English language learners (Arikan, Taser & Sarac-Suzer, 2008; Lee, 2010; Barens; 2013).

However, a limited number of studies have been conducted to explore Arab English language students' perspectives of their effective English teachers at college level and in Kuwait in particular. The forthcoming sections will shed light first on relevant studies in International settings, then the next section will focus on studies conducted on college level Arab students of English in Arab and Gulf countries.

In Panama, Leon & Neblett (2018) surveyed a total of 150 English language learners attending EFL classes in Quality Leadership University on the characteristics of an effective English teacher. A total of 13 questions, of which the last question had 45 items to respond to in a Likert-styled scale. The results were grouped into four categories (Knowledge of English, Communication skills and teaching method (delivery), relationship with students (personality, care, understanding, etc.), organization and preparation, and fairness (regarding general treatment of students and assessment). Based on the results, communication skills and teaching methods, and organization and preparation are the most highlighted categories for an effective teacher. In addition, students desired to be taught by qualified, credible, and knowledgeable English language teachers.

In Turkey, to find out the characteristics of effective English language teachers, Çelik, Arikan & Caner (2013) investigated the opinions of 998 undergraduate students of English as a foreign at a state university. A questionnaire covering four categories (pedagogy-specific knowledge, personality traits, professional skills and classroom behavior). The findings showed that the most noted prominent qualities of effective teachers were: (reducing students' anxiety, being enthusiastic, teaching pronunciation, speaking, reading, writing skills adequately, having a sound knowledge in

both grammar and vocabulary, having good classroom management skills, and providing students with explanations in their mother tongue, i. e., Turkish.

In Khuzestan, Khojastehmehr & Takarimi (2009) studies the opinions of 215 male and female students regarding the main characteristics of effective English teachers. Four factors were investigated. According to the participants' responses those factors were arranged in a descending order as follows (instructional strategies, social skills, personal characteristics, and knowledge). Khojastehmehr & Takarimi found that instructional strategies were identified as more significant than other characteristics.

Another study in Turkey was conducted by Arikan, Taser & Sarac-Suzer (2008) who studied English language students' conceptions of an effective language teacher. An adapted questionnaire developed by Yu-Hsin (1999) and open-ended questions were administered to 100 English language learners studying at two state universities. The findings revealed that regardless of their teachers' gender, students' concept of an effective teacher is a creative young friendly teacher full of enthusiasm and has a good sense of humour. Although, students preferred their English teachers to be native speakers of Turkish, yet; they wanted them to have a high level of English language accuracy, fluency, and proficiency. They expected their teachers to correct their pronunciation, teach them grammar, and use educational games as part of teaching techniques.

In Croatia, Kalebic (2005) conducted a study aimed at developing standards in Foreign Language Teacher Preparation Program. The study results pointed out that an effective language teacher should possess fourteen teaching competencies and characteristics which were deemed to be highly significant for novice and beginning language teachers. Those characteristics were: possessing linguistic and communicative competence; mastering communication and presentation skills; motivating learners for learning; choosing appropriate teaching strategies; dealing with unpredictable situations and maintaining discipline; planning lessons; organizing learning activities; demonstrating proper pedagogical action; creating a friendly atmosphere in the classroom; responding to learner abilities and needs,(i.e., being flexible); demonstrating knowledge about

teaching strategies; demonstrating knowledge about culture and literature in of the target language; assessing learners' language knowledge/competence; demonstrating knowledge of teaching methods and theoretical concepts in English language teaching.

Effective English Language Teacher at College Level: Arab Students' Perspectives

In the United Arab Emirates, Saafin (2005) attempted to investigate Arab students' perceptions concerning the teaching attitudes and behaviors that contribute to effective EFL teaching and learning in the United Arab Emirates before joining their vocational programs which are taught in English. The participants were EFL Arab students who attended intensive English courses for one year. For that purpose, 17 participants were interviewed and 165 were surveyed. Two themes emerged which were "instructional skills" and "human characteristics". On the one hand, the "Instructional skills" included (teaching approach, learning resources, interactions and management). On the other hand, the "Human characteristics" included (being friendly, flexible, helping and encouraging students, etc.).

In Yemen, Kadha (2009) investigated the opinions of both teachers and student-teachers of English at Hodeida University. The purpose of the study was to list the qualities of the effective English language teacher, as that would give directions to both teacher-trainers and student-teachers. A total of 90 male and female students in their fourth level of study and 13 teachers took part in the study. For the purpose of data collection, the researcher employed both a questionnaire and an interview. Based on data analysis, teacher-trainers and student-teachers shared almost similar opinions in most of their responses about the qualities of the effective language teacher. However, they varied in their responses in some few aspects. The results of the questionnaire revealed that high percentages of students and teachers alike regarding the preparation and presentation of materials, planning a lesson, making lessons interesting and stating their objectives, motivating students, and analyzing their needs to be the most important criteria in a good EFL teacher.

In Saudi Arabia, Al-Maqtri & Ahmad (2013) conducted a comparative study to investigate the characteristics of a good English language teacher as perceived by Saudi and Yemeni college students of English. Open-ended questions were the tool for data collection as the participants were asked to list the qualities of the good English teacher. The findings showed that the participants disagreed with the researchers for naming only four categories to be the main ones to judge English teachers' effectiveness, and those categories were (English proficiency, pedagogical knowledge, socio-affective skills, and organization and communication).

Yet, Yemeni participants highly named the socio-affective category as the most important category for judging the qualities of a good language teacher. Such qualities were: being patient, relaxed, good tempered, fair, helpful, encouraging, respectful, kind, loving and caring. As for the Saudi participants, to name an English language teacher as a good teacher; they wanted their teacher to use translation, give simple tests and assignments, and to give them an opportunity to talk to them. The findings revealed that there were no significant differences among the participants regarding their gender and level of study.

In Kuwait, Taqi, Al-Nouh, & Akbar (2014) investigated the characteristics of effective teachers of English and the uniqueness of Teachers of English as a Foreign Language (EFL) in the Faculty of Basic Education at the Public Authority for Applied Education and Training (PAAET). It was hoped that the findings of the study would increase students' awareness of the importance of EFL teachers and the role they play in the teaching process. The participants were 150 female student-teachers from the English Department. A questionnaire was administered covering four general categories as follows: English language proficiency, educational perception, organization and communication skills, and social and emotional. The responses of the participants were tested against some independent academic variables as (English language courses taken, years of schooling, and levels of English proficiency). The findings of the study showed that there was a high level of agreement with other studies regarding the characteristics of effective English language teacher. However, the study showed some differences concerning some variables

like students' achievement level, marital status, and GPA. As for students' achievement level, significant differences were found between high and low achieving students. High achieving students reported 'English proficiency' as the most important characteristics, while low achieving students favored 'socio-affective skills'. Marital status and GPA showed significance differences in the category of socio-academic characteristics. There was a general agreement among the participants on language proficiency, educational awareness, teaching and communicative skills, and social and emotional skills were extremely high. Yet, it was noticed that the more years students spent in College of Basic Education, the less unique an EFL teacher seemed to be, and the less was needed in their view point. In addition, younger participants seemed to view EFL teachers as being sophisticated knowledge-wise, yet very friendly and emotional.

Keeping in mind the above cited literature, Agee (1998) states that although literature is rich in studies on effective teachers of math, language arts, and science, yet, studies related to perceptions of effective teachers of English as a foreign language are not numerous. Khojastehmehr & Takrimi (2009: 57) explain that "the concept of effectiveness is not following a generic pattern and different subjects may demand different patterns of effectiveness in the perceptions of the teachers of these subjects. English as a foreign language is no exception".

Thus, the present research will further English language teachers' understanding of their student-teacher's perspectives of the characteristics of an effective English language teacher in the College of Education at Kuwait University.

Research problem

Although there is a growing interest in researching the characteristics of effective English teachers, most of the focus of such research is on teachers' perceptions of effective teaching. Most studies which researched the points of views students were on students who were general language learners of other majors than English. When it comes to effective language teaching, the interest becomes even more as there has been a great demand on English language learning throughout the world. Undoubtedly, the

English language teacher has a very significant role on the proficiency and accuracy of English major student-teachers as their success as future teachers depends on the effective teaching skills of their English language teachers (Uygun,2013).

As such, the opinions and perspectives of English language student-teachers will help English language teachers to consider these expectations for better teaching results and outcomes especially at college level. However, it can be argued that studies on the characteristics of effective language teachers is underexplored (Al-Issa, 2017; Taqi, Al-Nouh, & Akbar, 2014).

In the Kuwaiti context, English language student-teachers can either major in English for the intermediate and high school stage which both male and female students can join, or major in English for the elementary school stage which only female students can join as this stage has been feminized so only taught by female teachers. For both majors, student-teachers take two credited courses taught by MA holder staff members from the English Unit at the College of Education representing the Languages' Center of Kuwait University. Namely, courses 141 and 142 are the remedial courses which English major student-teachers must take prior to registering in the English language teacher preparation courses. Such courses are aimed to teach them English grammar, vocabulary, and the four English language skills. Therefore, it is essentially important to find out about English major student-teacher's perspectives and opinions of the effectiveness of their language teachers in the College of Education at Kuwait University. This will help to ensure their proper preparation prior to taking the main courses of their major which will be linguistically advanced and highly academic.

Research Significance

The present research has its own significance as limited research has addressed Arab English major student-teacher's perspectives of the characteristics of the effective English language teacher at college level and in particular the English teachers of the English Unit at college. Therefore, the findings of the present research will be of valuable significance as it

will contribute to the literature on effective English language teacher at college level. This research will draw the attention of the English language teachers at the College of Education to the characteristics which their English major student-teachers expect. Furthermore, this research will help guide policy makers and teachers to readjust their plans, teaching methods and techniques to fit students' needs and to achieve their goals.

It is hoped that the findings will provide guidance to the English language teachers to improve their teaching practice based on the expected effective characteristics accordingly, which in return will equip English major student-teachers with a good command of English to help them practice effectively in public schools after graduation.

Research Objectives

The main objective of the present research is to search for the characteristics of the effective English language teacher from the perspectives of college student-teachers majoring in English at Kuwait University. In addition, the research focuses on the impact of some variables on the responses of the participants' perspectives of the effective English language teacher.

Research Questions

The present study addresses the following questions to provide an understanding and guidance of effective English language teacher from the perspectives of the participants. These questions are:

- 1) What are the characteristics of the effective English language teacher of the English Unit as viewed by English major female student-teachers in the College of Education at Kuwait University?
- 2) Are there significant differences among the responses of the participants based on some variables (English major at College, high school specialization, and years of study)?

Research Definitions:

For the present research, light will be shed on defining 'effective teaching' and 'effective teacher'.

Effective teaching: It is achieved not only because of how well teachers teach, but also through creating contexts and work environments that can facilitate good teaching (Richards, 2001).

Effective Teacher: Freeman and Richards (1996: 1) defined it as "teachers are pivotal in the enterprise of teaching and learning".

Griffiths (2007: 91) stated that "teacher practices and perceptions are critically important since they have the potential to influence the effectiveness of the teaching/learning process".

Hunt (2009: 1) provided a more general definition as: "The collection of characteristics, competencies, and behaviors of teachers at all educational levels that enable students to reach desired outcomes, which may include the attainment of specific learning objectives as well as broader goals such as being able to solve problems, think critically, work collaboratively, and become effective citizens".

Research Limitations

The present research is guided with the following limitations. As for the participants, it is limited to the College of Education English major female student-teachers. As for the time, it is limited to the Spring semester of the academic year 2017/2018.

Methodology

Participants

The participants in this study were English major female student-teachers from the College of Education at Kuwait University. A total of 300 female student-teachers took part in responding to the research questionnaire. Female student-teachers majoring in intermediate and high school were 147 representing (49%), while female student-teachers majoring in elementary school were 153 representing (51%) of the participants. All the participants were Kuwaitis representing two specialization majors: Arts and Science. Arts major students were 165 (55.0%) and science major students were 135 (45.0%). Freshmen (first year students) were 109 (36.4%), sophomores (second year students) were 79 (26.3%), junior (third year students) were 49 (16.3%), and senior (fourth year students) were 63 (%).

Research Instrument

To find out how English major female student-teachers at the College of Education perceive the effectiveness of their English language teachers, a questionnaire was employed based on reviewing relevant literature (Çelik, Arikan, & Caner, 2013; Almaqtri, & Ahmad, 2013; Dincer, Goksu, Takkac & Yazici, 2013; Badawood, 2015). The questionnaire was based on a five-Likert scale starting from strongly agree (=5) to strongly disagree (=1). The questionnaire covers two sections. The first section demonstrates the demographic data of the participants. The second section covers five domains which were identified as core part of the instrument namely (English teacher personality, Pedagogical knowledge, subject-matter knowledge, socio-affective and communication skills, and Assessing Students Language). The research findings will be interpreted based on the items' means in relation to the characteristics of the effective English language teacher following this scale:

- Less than 2.50 indicates a low level of effectiveness.
- Equal to 2.50 and less than 3.50 indicates a moderate level of effectiveness.
- More than 3.50 indicates a high level of effectiveness.

Questionnaire Reliability and Validity

To ensure the questionnaire validity, it was reviewed by four faculty members from the Department of Curriculum and Instruction in the College of Education at Kuwait University. Necessary changes were made, though they were very minor.

The questionnaire reliability was calculated to obtain a measure of consistency for all the items in its categories. The reliability of coefficient "Alpha" of all categories equals "0.869" which is relevant to the purpose of the study and indicates a high degree of consistency between the items. Table (1) represents in detail the reliability values of all categories.

Table (1)
Classification of Totals & Reliability Analysis

Variables' Labels	Means	Standard Deviation	Cronbach's Alpha	No. of Items	Ranking
Personality	3.954	0.726	0.844	8	2
Pedagogical Knowledge	3.923	0.827	0.912	9	3
Subject-Matter Knowledge	3.577	0.808	0.874	10	4
Socio-Affective & Skills	3.969	0.895	0.942	11	1
Assessment of Students' Language	2.816	0.668	0.786	8	5
All Domains	3.651	0.702	0.869	46	---

Data Collection and Analysis

The questionnaire was distributed to English major female student-teachers who showed willingness to participate in responding to it. The researcher was around to clarify the purpose of the questionnaire and explain the method of response according to the research scale. The participants were given enough time to read and respond to the questionnaire items.

The data was analyzed through the SPSS program to obtain the frequencies, means and standard deviations. Furthermore, t-test and One Way ANOVA were applied to arrive at an in-depth analysis to provide answers to the second research question.

Results and Discussions

The discussions highlight main research findings supported by previous research, and a conclusion provides a summary of the research findings.

Results Related to the First Question:

This section provides an answer to the first research question which is "What are the characteristics of the effective English language teacher of the English Unit as viewed by English major female student-teachers in the College of Education at Kuwait University?". To answer this question, the five questionnaire domains were examined as deemed to be the main characteristics of the effective English language teacher in the English Unit of the College of Education at Kuwait University from English major

female student-teachers' perspectives. The results revealed by this study are presented as follows in Tables (2-5).

Table (2)
Represents the Means and Standard Deviations of Effective English Language Teacher's Personality

Domain 1: Personality	Mean	Standard Deviation	Mean's Order	Scale of Effectiveness
1) Has a good sense of Humor	3.78	1.068	6	High
2) Has a charismatic personality	3.86	0.997	4	High
3) Is flexible	4.14	0.876	2	High
4) Is kind and friendly	3.94	1.025	3	High
5) Is creative	3.05	1.007	8	Medium
6) Is enthusiastic	3.69	1.103	7	High
7) Is fair	4.20	0.988	1	High
8) Takes care of appearance (neat and tidy)	3.80	0.989	5	High

As it can be seen in Table (2), student-teachers have identified the characteristics of effective English language teacher, as this indicates a high level of effectiveness. However, only item (5) which was of a medium level of effectiveness which had the lowest mean (3.05), while the highest mean was (4.20). Thus, the items will be presented in a descending order based on their means as follows. Item (7) scored the highest mean (4.20) and a standard deviation of (0.989). Second came item (3) with a mean of (4.14) and a standard deviation of (0.876). Third came item (4) with a mean of (3.94) and a standard deviation of (1.025). Fourth was item (2) with a mean of (3.86) and a standard deviation of (0.997). Fifth was item (8) with a mean of (3.80) and a standard deviation of (0.989). Sixth came item (1) with a mean of (3.69) and a standard deviation of (1.). Seventh was item (6) with a mean of (3.69) and a standard deviation of (1.103). Eighth was item (5) with a mean of (3.05) and a standard deviation of (1.007).

It shows that female student-teachers have a high perspective of their English language teachers' effectiveness based on their personalities. Learning a language which is classified as a foreign language and studying

it at higher education institution as a major of specialization for future career is no doubt tough. This requires a very influencing language teacher's personality to make the learning process easy, fun, and manageable (Mizuno, 2004). Female student-teachers find their language teachers as fair, flexible, kind, and friendly. In their perspectives, these are important characteristics of effective language teachers. This characteristic scored the second position as its mean was (3.954).

In general, the findings of the present research are consistent with similar studies like (Çelik, Arikan & Caner, 2013; Chireshe, 2011; Arikan, Taser & Sarac-Suzer, 2008; Witcher, et al., 2003). Yet, in those studies, certain items under personality were highlighted and received more weight than other items as for example like being enthusiastic. However, in the present research enthusiasm scored the seventh position. Furthermore, the results are like those of Khojastehmehr & Takrimi (2009). The participants in those studies gave more weight to characteristics related to language teacher's personality. On the contrary, in present research personality scored the second position among the five domains, while in Khojastehmehr & Takrimi (2009) it scored the third position based on their participants ratings. It is worth mentioning that personality was not among the highly identified characteristics of an effective language teacher as Leon and Neblett (2018) documented.

Table (3)
Represents the Means and Standard Deviations of Effective English Language Teacher's Pedagogical Knowledge

Domain 2: Pedagogical Knowledge	Mean	Standard Deviation	Mean's Order	Scale of Effectiveness
1) Teaches with clear objectives and outcomes in mind	4.25	0.865	1	High
2) Simplifies vocabulary and grammar learning with real life situations	4.11	0.955	2	High
3) Uses technology and visual materials when teaching	2.76	1.286	8	Medium
4) Makes learners enjoy language learning by encouraging fun in class	3.75	1.149	5	High

Table (3)

Domain 2: Pedagogical Knowledge	Mean	Standard Deviation	Mean's Order	Scale of Effectiveness
5) Uses different teaching methods and techniques	3.71	1.078	6	High
6) Manages class time effectively	3.85	1.119	3	High
7) Creates a positive learning environment by reducing stress and anxiety	3.77	1.132	4	High
8) Prepares lessons well	3.42	1.269	7	Medium
9) Allocates time for students' presentations	2.57	1.275	9	Medium

Table (3) represents the means and standard deviations of female student-teachers' perspectives of the English language teachers' pedagogical knowledge. It shows that most of the means are high except for items (3, 8 & 9) which were of medium effectiveness. The highest mean was (4.25), while the lowest mean was (2.57). The items will be presented in a descending order. First came item (1) with a mean of (4.25) and a standard deviation of (0.865). Second came item (2) with a mean of (4.11) and a standard deviation of (0.955). Third came item (6) with a mean of (3.85) and a standard deviation of (1.119). Fourth came item (7) with a mean of (3.77) and a standard deviation of (1.132). Fifth came item (4) with a mean of (3.75) and a standard deviation of (1.149). Sixth came item (5) with a mean of (3.71) and a standard deviation of (1.078). Seventh was item (8) with a mean of (3.42) and a standard deviation of (1.269). Eighth was item (3) with a mean of (2.76) and a standard deviation of (1.286). Ninth was item (9) with a mean of (2.57) and a standard deviation of (1.275).

The pedagogical knowledge of an effective teacher refers to how a teacher teaches the subject of specialization. Such a knowledge is not easy to obtain and master. Some teachers do have the knowledge but are unable to apply it in the classroom effectively. Although the importance of this knowledge has been agreed upon in several studies (Sanderson, 1983; Witcher, et al., 2003; Clark & Walsh, 2004), yet the rating of its importance varied according to different research studies. In the present research, pedagogical knowledge scored a third position among the five domains

investigated as its mean was (3.923). However, Al-Maqtri & Ahmad (2013) state that Yemeni participants did not rate pedagogical knowledge as the most important characteristic to call an English teacher effective. As for Khojastehmehr & Takrimi (2009) pedagogical knowledge came last in their participants' rating of an effective language teacher. It can be inferred that students' perspective of effectiveness varied according to the learning context and students' background. This is seen clearly in the findings of Badawood (2015) as the participants rated pedagogical knowledge last among the other characteristics in its importance to them when evaluating the effectiveness of their language teachers.

Table (4)
Represents the Means and Standard Deviations of Effective English Language Teacher's Subject-Matter Knowledge

Domain 3: Subject-Matter Knowledge	Mean	Standard Deviation	Mean's Order	Scale of Effectiveness
1) Teaches English in English	3.49	1.270	7	Medium
2) Has a good command of English (accuracy and fluency)	3.89	1.119	3	High
3) Teaches with individual differences in mind	3.45	1.052	8	Medium
4) Is concerned with increasing students' knowledge and information	3.96	1.016	2	High
5) Encourages students to participate using different learning styles	3.85	1.042	4	High
6) Speaks with correct pronunciation	4.06	2.545	1	High
7) Teaches with students' background in mind	3.38	1.238	10	Medium
8) Designs and asks good questions	3.54	1.208	6	High
9) Facilitates students' learning and autonomy	3.59	1.172	5	High
10) Establishes links between studied language and students' needs outside classroom	3.40	1.366	9	Medium

Table (4) represents the means and standard deviations of female student-teachers' perspectives of the English language teachers' subject-matter knowledge. It shows that out of the ten items, four items only were

of medium effectiveness which were (1, 3, 7, & 10) as the rest were of high effectiveness. The highest mean was (4.06), while the lowest mean was (3.38). The items will be presented in a descending order as follows. First was item (6) with a mean of (4.06) and a standard deviation of (2.545). Second was item (4) with a mean of (3.96) and a standard deviation of (1.016). Third was item (2) with a mean of (3.89) and a standard deviation of (1.119). Fourth was item (5) with a mean of (3.85) and a standard deviation of (1.042). Fifth was item (9) with a mean of (3.59) and a standard deviation of (1.172). Sixth was item (8) with a mean of (3.54) and a standard deviation of (1.208). Seventh was item (1) with a mean of (3.49) and a standard deviation of (1.270). Eighth was item (3) with a mean of (3.45) and a standard deviation of (1.052). Ninth was item (10) with a mean of (3.40) and a standard deviation of (1.366). Tenth was item (7) with a mean of (3.38) and a standard deviation of (1.238).

Subject-matter knowledge refers to teachers' knowledge of their subject including theoretical and practical aspects. In this research, subject matter refers to teachers' knowledge of teaching methods, techniques, mastery of the language itself, and well preparation of lessons. As for this domain, although it received a high mean (3.577), it scored the fourth position in its effectiveness. This suggests that student-teachers still expect more out of their English teachers. No doubt, this will help them to master the language which they will be using as a medium of instruction in their teaching career. The findings match those of Arikan, Taser & Sarac-Suzer (2008). Students still want their teachers to teach English in English as this will help them develop their English language, and this contradicts with the findings of Çelik, Arikan & Caner (2013) as their participants preferred their English teachers to teach them using their mother tongue language. It is worth mentioning that the findings of this research in this domain differs from those of Khojastehmehr & Takrimi (2009) as their participants scored this factor first among the other factors of teachers' effectiveness.

Table (5)
Represents the Means and Standard Deviations of Effective English Language Teacher's Socio-Affective Skills

Domain 4: Socio-Affective Skills	Mean	Standard Deviation	Mean's Order	Scale of Effectiveness
1) Motivates students to speak in English	3.90	1.115	5	High
2) Spares time for students' inquiries through office hours	4.21	0.987	1	High
3) Has a positive attitude towards students	4.19	0.993	2	High
4) Maintains a positive relationship with students	3.99	1.071	4	High
5) Establishes a positive rapport with students	3.89	1.090	6	High
6) Addresses students with their names as a sign of respect	4.07	1.013	3	High
7) Listens carefully to students' opinions and answers	3.78	1.172	10	High
8) Uses positive words when giving feedback	3.87	1.085	7	High
9) Deals with students equally	3.81	1.204	9	High
10) Helps students' build their confidence in learning English	3.82	1.107	8	High
11) Uses positive Criticism when commenting on students work	3.61	1.116	11	High

Table (5) represents the means and standard deviations of female student-teachers' perspectives of the English language teachers' socio-affective skills. It shows that all items were of high effectiveness scale. However, the highest mean among all means was (4.21), while the lowest high mean was (3.61). These items are presented in a descending order as follows. First was item (2) with a mean of (4.21) and a standard deviation of (0.987). Second was item (3) with a mean of (4.19) and a standard deviation of (0.993). Third was item (6) with a mean of (4.07) and a standard deviation of (1.013). Fourth was item (4) with a mean of (3.99) and a standard deviation of (1.071). Fifth was item (1) with a mean of (3.90) and a standard deviation of (1.115). Sixth was item (5) with a mean

of (3.89) and a standard deviation of (1.090). Seventh was item (8) with a mean of (3.87) and a standard deviation of (1.172). Eighth was item (10) with a mean of (3.82) and a standard deviation of (1.107). Ninth was item (9) with a mean of (3.81) and a standard deviation of (1.204). Tenth was item (7) with a mean of (3.78) and a standard deviation of (1.172). Eleventh was item (11) with a mean of (3.61) and a standard deviation of (1.116).

Socio-affective skills scored the highest mean (3.969) among the five domains of effective language teacher's characteristics. It was the first effective characteristic in the present research. Student-teachers valued this characteristic as they deem it plays a crucial role in developing their relationship with their language teacher and in return will have a great impact on their language leaning. The more comfortable they feel in their relationship with their teacher, and while s/he around, or in the classroom, the more they will be motivated to learn the English language (Dincer, Goksu, Takkac & Yazici, 2013; Cheung, 2006). The findings match those of Badawood (2015) as his participants advocated socio-affective skills as the most important and influential in rating their English teachers as effective. The similarity in this high rating of socio-affective skills as in the findings of Badawood (2015) and the present research could be explained that in both research the participants are Arabs and they value the social and affective dimension highly even in social basis relationships. This as well matches the findings of (Taqi, Al-Nouh & Akbar, 2014), as this reflects the uniqueness of the Kuwaiti society on the social characteristics. Yet, the findings differ from Khojastehmehr & Takrimi (2009) as their participants rated socio-affective skills as second in their perspectives of effective language teacher.

Table (6)

Represents the Means and Standard Deviations of Effective English Language teacher's Assessment of Students' Language

Domain 5: Assessment of Students' Language	Mean	Standard Deviation	Mean's Order	Scale of Agreement
1) Emphasizes students' error correction	3.42	1.299	2	M

Table (6)

Domain 5: Assessment of Students' Language	Mean	Standard Deviation	Mean's Order	Scale of Agreement
2) Encourages students to answer with a full sentence	2.84	0.562	4	M
3) Corrects grammar mistakes	2.71	0.686	6	M
4) Corrects speaking mistakes	2.89	0.651	3	M
5) Corrects writing mistakes	2.67	0.759	7	M
6) Encourages students to speak in English	2.53	0.799	8	M
7) Corrects mispronounced vocabulary	2.76	0.664	5	M
8) Provides students with reinforcement and feedback	3.95	0.997	1	H

Table (6) represents the means and standard deviations of female student-teachers' perspectives of the English language teachers' assessment of students' language. It shows that all items were of medium effectiveness except item (8) which was of high effectiveness. The highest mean was (3.95) while the lowest mean was (2.53). The items are presented in a descending order as follows. First was item (8) with a mean of (3.95) and a standard deviation of (0.997). Second was item (1) with a mean of (3.42) and a standard deviation of (1.299). Third was item (4) with a mean of (2.89) and a standard deviation of (0.651). Fourth was item (2) with a mean of (2.84) and a standard deviation of (0.562). Fifth was item (7) with a mean of (2.76) and a standard deviation of (0.664). Sixth was item (3) with a mean of (2.71) and a standard deviation of (0.686). Seventh was item (5) with a mean of (2.67) and a standard deviation of (0.759). Eighth was item (6) with a mean of (2.53) and a standard deviation of (0.799).

When it comes to students' language assessment, the results of the present research showed that this characteristic received the lowest mean (2.816), which puts it in the fifth position. Although student-teachers have showed a high perspective regarding the effectiveness of their English teachers, yet when it comes to their language assessment, they have a different perspective. Student-teachers expect their English teachers to be firmer in forcing them to speak in English and give a full sentence

answer. This will enhance their language learning, as some of them suffer from a poor command of English. In addition, even if English teachers correct students' language problems (grammar, pronunciation, and language skills), students need their teachers to force them to repeat the corrected sentence for more benefit. Such findings match those of Arikan, Taser & Sarac-Suzer (2008). However, the findings disagree with those of Khojastehmehr & Takrimi (2009) as they found that such assessment skills were part of instructional strategies domain and it scored the first position among other characteristics investigated.

Results Related to the Second Question

This section provides an answer to the second research question in relation to certain variables through applying t-test and One Way ANOVA. The second question is "Are there significant differences among the responses of the participants based on some variables (English major at college, high school specialization, and years of study)?". The answers to the second question are presented in Tables (7-9).

Table (7)
T-test results of ToT_1 to ToT_5 by English Major at College

Variable Name	Intermediate & High School			Elementary School			T.	df	Sig 2-tailed)
	No.	Mean	S.D.	No.	Mean	S.D.			
Domain 1	147	4.014	0.645	153	3.890	0.798	1.448	298	0.149
Domain 2	147	3.995	0.762	153	3.847	0.855	1.552	298	0.122
Domain 3	147	3.893	0.822	153	3.658	0.977	2.257	298	0.025*
Domain 4	147	4.067	0.831	153	3.867	0.947	1.946	298	0.049*
Domain 5	147	3.810	0.685	153	3.648	0.840	1.653	298	0.099

Table (7) shows that there are significant differences in domain 3 (subject-matter knowledge) and domain 4 (socio-affective skills) with reference to (Major) as the level of significance is $p > 0.05$. As for Domain 3, the significance level is (0.025) as the mean value of female student-teachers majoring in intermediate and high school is (3.893) which is more than the mean value (3.658) of female student-teachers majoring in elementary

school. In domain 4, the significance level is (0.049) with a mean value of (4.067) for female student-teachers majoring in intermediate and high school, which is higher than the mean value of female student-teachers majoring in elementary school which is (3.867). As such, it shows from the high means' value of female student-teachers' majoring in intermediate and high school that they have a high perspective of the effectiveness of their English language teachers' than female student-teachers majoring in elementary school. However, there are no significant differences in the responses of the participants with reference to (Major) in both domains (1) and (2).

Table (8)
t-test results of TOT_1 to TOT_3 By High School Specialization

Variable Name	Arts			Science			T.	df	Sig 2-tailed)
	No.	Mean	S.D.	No.	Mean	S.D.			
Domain 1	165	3.888	0.812	135	4.035	0.598	-1.745	298	0.082
Domain 2	165	3.817	0.878	135	4.051	0.743	-2.461	298	0.014*
Domain 3	165	3.703	0.987	135	3.868	0.795	-1.576	298	0.116
Domain 4	165	3.897	0.948	135	4.055	0.822	-1.528	298	0.130
Domain 5	165	3.648	0.802	135	3.839	0.789	-2.068	298	0.039*

Based on the results presented in Table (8), it shows that there are significant differences in domain 2 (pedagogical knowledge) and domain 5 (assessment of students' language) between the total of answers according to the (high school major) with reference to the study domains as the level of significance is $p > 0.05$. In domain 2, the mean value of science major is (4.051) which is higher than the mean value of Arts major which is (3.817). Similarly, in domain 5 the mean value of Science major (3.839) is higher than the mean value of Arts major which is (3.648). This indicates that Science major students have better command of English. Therefore, they have a high perspective of their English language teachers' effectiveness than Arts major.

Table (9)
F-Test (ANOVA) of TOT_1 to TOT_3 Results by Year of Study

Variable Name	Variable Source	D.F.	Sum of Squares	Mean Squares	F-Ration	Sig.
Domain 1	Between groups	3	3.629	1.210	2.322	0.075
	Within groups	296	154.152	0.521		
Domain 2	Between groups	3	2.420	0.807	1.81	0.317
	Within groups	296	202.150	0.683		
Domain 3	Between groups	3	4.217	1.406	1.716	0.164
	Within groups	296	242.412	0.819		
Domain 4	Between groups	3	3.056	1.019	3.208	0.023*
	Within groups	296	155.486	0.527		
Domain 5	Between groups	3	1.406	0.469	0.731	0.534
	Within groups	296	189.220	0.641		

Table (9) shows that there is only one significant difference which is found in domain 4 (socio-affective skills) at the level of $p > 0.05$. To find out as which pairs of groups differ significantly, the multiple comparison tests using the Scheffe Procedures were applied. Scheffe (0.05) shows that the significant difference exists between (Intermediate and High school stage & Elementary school stage) with reference to the year of study variable in year two (sophomores). This could be explained by the notion that year two students have just finished the English courses and their perspectives of effective English language teachers are still vivid in their memories than the rest of other student-teachers in years 3 and 4, or even freshmen who are still new to the academic life and probably unable to make their opinion regarding such characteristics.

Conclusion

The present research looked at the characteristics of the effective English language teacher of the English Unit as perceived and identified by female student-teachers from the College of Education at Kuwait University. Five domains were investigated as they deemed to be the core of the main characteristics of effective language teacher. It is concluded

that this research agrees with many studies on students' perspectives of the characteristics of the effective English language teacher and contradicts with other research findings as well. This is based on how the participants in the present research rated the five characteristics of effectiveness based on their own perspectives compared to other research participants. Those characteristics are presented in a descending order based on students' rating (socio-affective skills, personality, subject-matter knowledge, pedagogical knowledge, and assessment of students' language). What is important is that student-teachers highlighted the importance of being encouraged to speak in English, to be corrected when they make mistakes, and to be even forced to say the correct answer. This makes it clear that student-teachers' perspective is important to consider for more effective teaching practices in the language classroom (Schulz, 1996; Cotterall, 1999). Regardless of all the good personal qualities English teachers possess, including their pedagogical and subject matter knowledge, and their high socio-affective skills, their assessment of students' language could influence how student-teachers evaluate and rate the effectiveness of language teachers (Witcher, et al., 2003). As a consequence, this will lead to students' dissatisfaction (Leon & Neblett, 2018).

Thus, it is recommended in order to make teaching more effective, the English teachers need to consider two important issues. First, they should make more effort to work on correcting their students' language. Second, they need to give more time to discover the needs of their students to help them be more accurate and fluent in English through mastering the four language skills and the language area (grammar, vocabulary and pronunciation). There is no doubt that this will add depth and value to all the efforts English language teachers make during their teaching practice. Yet, this kind of teaching should be incorporated with a clear idea of how to establish links between language and students' need outside the classroom. This will allow students to use the language effectively and communicatively as a necessary step prior to commencing their teaching career.

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