

TERTIARY-LEVEL STUDENTS' PERCEPTIONS OF THE CHARACTERISTICS OF EFFECTIVE ENGLISH AS A SECOND LANGUAGE INSTRUCTORS

Dr. Sabah Salman Sabbah

Community College of Qatar

ABSTRACT: *This study aimed to probe tertiary-level students' perceptions of the characteristics that make English as a Second Language teachers effective and successful. To achieve the study purpose, the researcher designed a questionnaire that consisted of 60 items distributed into three main dimensions of descriptors: academic characteristics, social and psychological characteristics of personality, and practical and pedagogical expertise. The sample of the study consisted of 70 female students enrolling in English as a Second Language Foundation Level 2. Means and standard deviations of the questionnaire main dimensions and items revealed that college teachers' practical and pedagogical expertise got the highest mean and standard deviation than the other two dimensions. "Being friendly and kind", "speaking English clearly and accurately", and "varying classroom instructional techniques" gained the highest means and "Having females to teacher female students" gained the lowest means. Recommendations for teachers were suggested.*

KEYWORDS: Teacher Qualifications, English as a Second Language Instructors, Instructors' Pedagogical Expertise, Effective ESL Teachers.

INTRODUCTION

In such an inflationary expansion of constantly-developing educational, epistemological, technological, and linguistic trends, the focal need is, nowadays, on the issues of "teacher quality", and 'academic excellence', namely the ability of a teaching faculty to improve student's learning and meet expected standards for performance. Teaching is not only a career to earn living, it is a career that needs specific psychological, pedagogical, managerial, and social qualifications. To be a teacher is to be firstly accepted by your students in all aspects. In this study, the aim was to explore Foundation Level students' perceptions of the characteristics and qualifications of effective English as a Second Language instructors. A secondary purpose of this study was to find out the teachers' qualifications that promote students' learning and help them to be interested, enthusiastic, and successful in learning. Ultimately, the results of this study will be helpful to the college current instructors' professional development and to the stakeholders in future teachers' recruitment.

Background and Literature Review

Teaching is a noble career . This famous saying can be true if teachers try to keep their career as noble as possible. Nobility does not only mean honesty, but it also entails other effective characteristics that teachers should have to make improvements and preferential changes in the teaching-learning process. It is also acknowledged that a good teacher is the one who has three Fs: fairness, firmness, and friendliness. It is usually the students' perceptions and achievement that determine whether their teachers are effective or not. Based on this idea, previous research found out that some students perceive the teachers' effectiveness with regard to their command of the target language and the effectiveness of their teaching strategies. Others highlighted

personal characteristics as their personalities, compassion, sense of humor, honesty, appearance, and even clothes (Zhang and Watkins, 2007). Some other researchers as Witcher(2001) classified teachers' qualities into three categories. These include instructional competence, personality, and teacher-students' relationship. Under each category they explained some subcategories, such as teachers' ability to maintain students'-classroom centeredness, being patient and friendly, maintaining good relationship with their students, and being fair. Al-Seghayer (2017:881) illustrated the effective characteristics of the English as a Second Language Teacher in this diagram

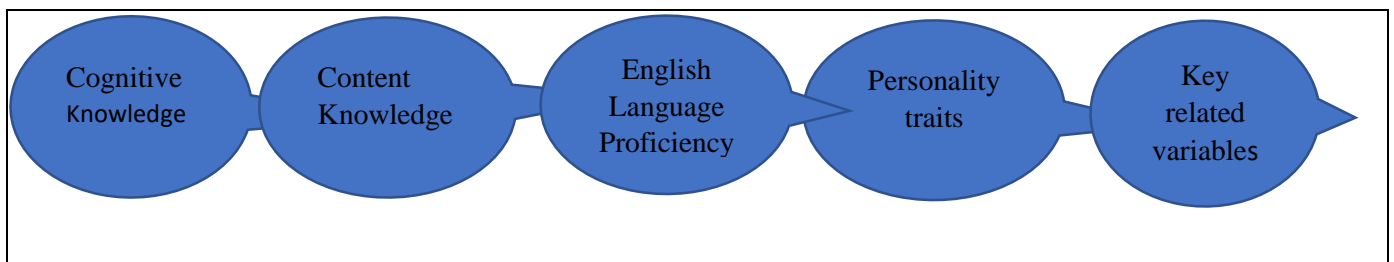


Figure (1): Key variables that promote ESL/EFL teachers' success (quoted from Al-Seghayer (2017:881)

Borg (2003) and Nahrhalaji (2014) highlighted the fact that cognition to ESL teachers reflects what they believe, know and think of language teaching-related topics. Borg added that without this knowledge, teaching is only a routine or a trial-error process. Having cognitive knowledge enables teachers to vary their techniques and strategies. Scarino (2013) argued that "the categories of EFL teachers' cognitions meld together in complex and indeed inextricable ways to produce multifaceted, holistic accounts of, and actions in, language teaching" (cited in Johnston & Goettsch, 2000, p. 440).

On the other hand, Richards (2011) emphasized the importance for ESL teachers to have "Disciplinary knowledge". ESL teachers need to have knowledge about the syntax, phonology, discourse analysis, applied linguistics, sociolinguistics, language learning theories, and psycholinguistic factors that have an impact on students' learning, such as their age, anxiety, motivation, affective and personality factors and cultural influences. ESL teachers should also have pedagogical knowledge, namely theoretical and practical knowledge of the methods of teaching, lesson-planning, and strategies and tools for assessment. Al-Mahrooqi, Denman, and AlSiyabi (2015) argued that understanding these categories of pedagogical content knowledge enhances EFL teachers' success. Having this broad pedagogical knowledge enables ESL teachers to reflect on their time management, and students' needs classroom interaction. It also enables them to know when and how to introduce traditional teaching methods when some issues that require this arise in the classroom. An effective ESL teacher can depend on his pedagogical knowledge to be eclectic in his teaching methods and techniques (Loughran, 2006). Eclecticism requires utilizing a wide variety of teaching and assessment methods and tools to cater for students' learning styles, multiple intelligences, levels of proficiency, and cultural background. Based on Richards and Lochart's comment (2007) that " Language lessons are characterized by constant change", successful ESL teachers should be flexible in using their lesson plans in the sense that they should be able to make use of any spontaneous situations that arise in class and change the technique they use to achieve their lesson plans. In

other words, they should expect all challenges that students may confront to acquire the target language. Other factors in ESL teaching success that researchers emphasized are classroom management and classroom climate. A successful ESL teacher needs to employ various management skills. Besides maintaining a flexible discipline and creating rules and procedures for controlling students' conducts, a successful ESL teacher should utilize "appropriate skills of procedure checks and progress reviews" Gatbonton (2008). By using such management skills the teacher ensures the smooth flow of the lesson and the students' progress. Successful ESL teachers need to engage students in activities where they immerse in using the target language, not their mother languages. Teachers need to employ appropriate motivation-provoking strategies like positive and negative reinforcement as necessary. The teacher's way of treating his students has a great effect on the classroom environment. They need to employ various strategies to ensure "a caring, welcoming and non-intimidating learning environment" (Al-Seghayer, 2017:881). Being friendly, fair and firm; avoiding criticism; and encouraging cooperation can help the teacher to create a stress-free, constructive, and safe environment in his class, which will, in turn, helps students to learn better.

At this Information Age, where technology is expandingly used in all careers, successful language teachers need to incorporate technology in their teaching. In a study conducted in Turkey by Kurt, G., Mishra, P., Kocoglu, Z. (2013), the researchers explored how Technological Pedagogical Content Knowledge- TPACK- develops in pre-service English-as-a-Foreign Language (EFL) teachers enrolled in the required computer-assisted language learning (CALL) course. Interviews data were gathered to explore the progress of their TPACK during the course. The interviews revealed that the development of TPACK in the participants is evidenced in their analysis of different functions of TPACK such as understanding what it means to teach English language with technology; knowledge of instructional strategies; knowledge of students' learning; knowledge of materials that integrate technology in language teaching. In an action research conducted by DelliCarpini (2012) where the sample was fifty-three teacher candidates (TCs) enrolled in three different methods courses over a two-year period in an M.S.Ed. TESOL program at a public college located within the City of New York, the researcher investigated classroom and the influence of explicit training in context in the use of computer technology for second language learners at the PreK-12 grade level. The data suggested that developing these skills in a highly contextualized setting enhances ESL teachers' knowledge, skills, and beliefs in terms of the use of technology in the ESL classroom. DelliCarpini concluded that "integrating—or interweaving—technology into teaching an EFL lesson and unit planning is critical to ensure equitable access to and participation in the types of 21st-century language skills required in our increasingly technological society"(DelliCarpini 2012:20).

Many researchers (Butler, 2004; Çetinavcı and Yavuz, 2011; and Al-Smadi 2013), in different contexts: China, Turkey, and Jordan respectively, found out a correlation between teachers' language proficiency and L2 teaching success. Canale and Swain (1980) as cited in Al-Seghayer (2017:885) suggested the components of language proficiency. As quoted from Al-Seghayer (2017:885), they are:

- (a) linguistics competence (explicit knowledge of language elements, such as phonology, morphology, syntax, and grammar);
- (b) sociocultural competence (the social and cultural rules underlying language);
- (c) strategic competence (the strategies used to overcome language difficulties or

enhance communication); and (d) discourse competence (the forms of discourse and conventional use of communication structures).

A successful ESL teacher should also be acquainted with and involved in the current development in his field. This can be fulfilled by joining educational organizations, attending and presenting in conferences, attending webinars and courses in methodology, and conducting action and empirical research.

Other researchers highlighted some ESL teachers' personality traits that contribute to the success of ESL/EFL teachers (Shishavan and Sideghi 2009; Chin and Lin, 2009; Lee, 2010;; Korkmaz and Yavuz, 2011;;and Demiroz, and Yesilyurt,2015). Researchers have discussed the "positive influence of the teachers' flexibility, adaptability, agreeableness, patience and passion, tolerance and caring attitude on their students' achievement" (Al-Seghayer (2017:886-887).

Similarly, in the Arab context, Badawood's study (2015) evaluated English teachers' language proficiency, pedagogical knowledge and socio-affective features as viewed by English language teachers and high school students in Saudi Arabia. The study consisted of 17 English language teachers and 17 secondary school students, all from Saudi Arabia.. The results asserted that the teachers advocated socio-affective skills, English proficiency, and pedagogical knowledge in order of importance, whereas the students advocated English proficiency, socio-affective skills, and pedagogical knowledge. The results showed that the features of effective English teachers within the language proficiency are reading, writing and comprehension proficiency. For pedagogical knowledge, the research revealed the significance of preparing the lesson and using various teaching aids. Finally, the socio-affective features of English language successful teachers are listening to the students and being fair with all students.

In Iran, Ghasemi and Hashemi (2011) explored the characteristics of effective English teachers as perceived by college students of Islamic Azad University. The sample consisted of 200 subjects. The instrument used was a five-Likert questionnaire of 50 items. Results showed that students held different perceptions to effective teaching. The high-achievement students reported different characteristics from the low- achievement students in pedagogical knowledge and socio-affective skills, whereas the male students demonstrated different characteristics from the female students in socio-affective skills. For example. The male students reported having a good sense of humor as important to teaching more than the female students did, whereas the female students reported pronunciation proficiency, teaching how to learn English, and treating students fairly as important ESL teacher's characteristics. McEwan (2002) has invented three concepts to describe effective ESL teachers. These terms are "With-It-Ness", "Street-Smart", and "Willingness to Go the Extra Mile." A "with-it" teacher is one "who can organize and manage his classroom, engage students in the lesson, and keep up a fast-paced momentum"(p.103). Teachers with this quality are ones who can multitask, use their time most effectively, and adapt to the changing needs and demands of their job and the profession. A street-smart teacher is the one who has knowledge about what is happening around him (knowledge of the students, the school, the community, and the cultural environment), and they combine this knowledge with common sense to solve problems. "Street smart teachers know which materials and topics to avoid both in class and in the workplace, and which battles to fight." (p.207).By the phrase "willingness to go for the extra mile: McEwan (2002) means "teachers show a willingness to inspire and motivate their students through example when they are self-confident and they believe in their abilities to make a good change in their students."(p205).

Feldman (1988, p. 291-344)(cited in Vo, 2012: p 16) listed these important characteristics of good teachers:

1. *Sensitivity and concern with class level and progress*
2. *Preparation and organization of the course*
3. *Knowledge of the subject*
4. *Enthusiasm (for the subject or for teaching)*
5. *Clarity and understandability*
6. *Availability and helpfulness*
7. *Fairness*
8. *Evaluation of students*
9. *Quality of examinations.*

Working on the same line, Suwantee (1994:9) indicated ten traits students have identified to describe their “best” teachers. These are quoted from Suwantee, (p.9)

1. *Concern or respect for students (including friendliness)*
2. *Knowledge of subject matter*
3. *Stimulation of students’ interest*
4. *Availability and helpfulness*
5. *Encouragement of questions and discussions*
6. *Ability to explain clearly*
7. *Enthusiasm for the subject or for teaching*
8. *Impartiality*
9. *Preparation for (and organization of) the course*
10. *Elocutionary*

Vo (2012) explored the perception of thirty female and male ESL learners in the Learning English for Academic Purposes (LEAP) Program at Marshall University, USA, concerning what they perceive to be good qualities and characteristics of ESL instructors. The findings suggested that the ESL students highly value respect and rapport from their instructors. The research indicated that it is important to them that their teachers explain everything clearly, engage students in learning, and care about their students. Spencer and Schmelkin (2002) and GreimelFuhrmann and Geyer’s (2003) findings were almost similar. According to their study subjects, effective college instructors are those who showed their concern for students, valued the student opinions, were clear in communication, and were open toward different opinions. GreimelFuhrmann and Geyer’s (2003) findings showed positive correlation between good teaching strategies and students’ achievements and perceptions of effective teaching.

Working on the same line, Bissessar (2014) examined 17 vocational college students’ perceptions of effective teacher characteristics in higher education. The findings revealed the acronym CREATES for the teachers’ effectiveness. C stands for being connector, R for

responsiveness and communication, E for enthusiasm, A for being advocate, T for being transmitter, E for empowerment, and S for student-centeredness.

Bell (2005) points out that effective EFL teachers usually utilize communicative approaches, arrange small groups for discussion, and adopt effective strategies in their teaching. Borg (2006) categorized teachers' characteristics into three main domains with subcategories. The main domains for Borg are "knowledge, skills and attitudes towards learners" (p. 7). Some of the subcategories of these domains are creating interesting classes, good pronunciation, offering clear explanations, and speaking good English, being friendly, giving excellent notes, conducting games, using humor. Sotto (2011) adds that good teachers are those who support learners to be "more confident and thoughtful" (p. 254).

Within an Arabic context, Al-Mahrooqi, Denman, Al-Siyabi, and Al-Maamari (2015) compared 233 Omani school students' and 171 teachers' perceptions of the characteristics of good English as a Foreign Language teachers. The subjects responded to 68 item questionnaires of seven categories. Results indicated that Omani teachers and students agreed on the importance of the characteristics with those related to English Language proficiency and treating students equally being of special importance. They agreed that Knowledge of Western culture and the use of technology were relatively not important. Al Matqtri and Thabet explored the Saudi and Yamani college students' perception of their effective English teachers. They use open-ended interviews to collect data. They categorized the characteristics into four groups: English proficiency, pedagogical knowledge, socio-affective skills and communication and communication. The subjects of their study asserted that the good ESL teacher should be patient, relaxed, good-tempered, fair, helpful, encouraging, respectful, kind, loving, and caring. Competent and qualified, good at English pronunciation, involves students in class, has good command of English, and does translation when necessary. In this respect, it is worth quoting Probst's (2009) suggestions that summarize the good characteristics of a successful teacher. These characteristics have also been stated by Ouyang, n.d. (Cited in Vo, 2012, p15). These include:

1. *Be Enthusiastic*
2. *Be well-Prepared*
3. *Be Punctual: Always arrives on time; begins and ends class on time; expects and encourages students to arrive on time.*
4. *Support and concern for students : Lets students know that he/she cares about their success; takes time with students, allows for creativity; is friendly and courteous; is supportive and encouraging; is smiling, caring and loving.*
5. *Consistency: Does not miss class; is consistent in attitude and dealings with students; is always well prepared to teach class.*
6. *Politeness :Treats students with respect; does not condescend, avoids embarrassing students in class.*
7. *Firmness and control : is firm in a kind manner; avoids tangents in teaching; does not play favorites.*
8. *Provides personal help: Takes time to explain concept; Gives individual attention; accepts individual differences.*

9. *Clarifies for understanding; creates a sense of fun with the learning task; eliminates bad, irritating and/or distracting habits.*
10. *Avoids criticizing students.*
11. *Has high expectations of class members.*
12. *Is humble*
13. *Is fair*
14. *Uses variety: Uses a variety of learning activities, experiments; allows for spontaneity*
15. *Has a sense of humor; is relaxed.*
16. *Use of engaged time: Sets a good pace and provides for a change of pace; avoids engaging students in "busy work".*
17. *Use of text: Is not a slave to the text; uses text as a road map.*
18. *Keeps within 1-2 days of the scheduled course outline.*
19. *Field trips and other activities.*
20. *Does not always teach from a sitting or leaning position.*
21. *Does not allow students to call him/her by first name; does not try to win a popularity contest, maintains a healthy teacher-student relationship, does not allow one or two students to monopolize or dominate the class.*
22. *Keeps accurate records of work completed, attendance, test results grades.*
23. *Know the students' names.*

Definitions of terms

ESL instructors: both native and non-native English teachers who teach English to international students in English.

Foundation levels' students in the Community College of Qatar: students who have passed CCQ placement test (Acu-placement test) and have been placed in level 1,2,3,4, according to their grades in the placement test. The Accuplacer Test composite score is students' results in listening, reading and grammar. Table (1) below shows the scores ranges that determine students' levels.

Table (1) CCQ-ESL Compass Test Scores. Source: CCQ Testing Department Document

ESL Accuplacer Test Scores	Level
80-139	For applicants that score below 150, they must; Study Bridging course 6 weeks
140-149	Take the Crash Course then take the Placement Test . If your score is less than 150 take Bridging Course
150-225	Beginner - Level 1
226-268	Elementary – Level 2
269-316	Intermediate – Level 3 or Arabic Track
317-399	Advance - Level 4
400-479 points	Transition 1 (College Level)

Limitations of the study

The study was limited in gender in the sense that its sample consisted only of the female students enrolled in the four levels 1,2,3,4 in the ESL Foundation program in the Community College of Qatar. This means that the results of this study may not be generalized to male students.

Statement of the Problem

It is educationally known that students evaluation of their teachers is taken into consideration when teachers are promoted. The questions, here are “Are students always fair in their evaluation?” “Do students require certain qualities in their instructors?”. In the foundation program in the Community College of Qatar, some instructors have got bad evaluation from their students and some students complain against their instructors accusing them of lacking many characteristics of effective ESL teachers. As an instructor working in this institution, the researcher of this study has heard many students’ contradicting comments about their instructors. These comments ranged from positive to negative attitudes. In order to assess the situation in a more objective way, the researcher found it appropriate to compare students’ perceptions of their effective teachers to the international research-based standardized qualifications and characteristics of who an effective ESL teacher is, in an attempt to help settling any student-teacher conflicts that may arise.

Significance of the study

The findings of this study will hopefully be beneficial to all teachers in general and to the English as a Second Language teachers in particular. The findings will help acquaint them with the best characteristics that they should work hard to have so that they can be effective teachers who help students learn better and feel secure and enthusiastic to learn a language that they may consider difficult. On the other hand, students will evaluate their teachers more positively if they decide on the characteristics of successful ESL teachers. Based on the results of the study, CCQ recruitment policies may be improved so that they start to require certain traits and academic qualifications in the ESL teaching career. Also, class-observation rubrics can be adapted accordingly.

Question of the study

The current study aimed at answering the following question:

What effective characteristics do English as a Second Language Qatari female college students think their instructors should have?

The Population and sample of the study

The study population consisted of all CCQ level (2) female students in the Foundation Program in the second quarter of the academic year 2017-2018 in the Community College of Qatar They were 200 students. The Sample of the study was chosen by convenient sampling. The available students who answered the questionnaire constituted the sample and they were 70 students.

Study Methodology

The current study adopted the descriptive approach involving collecting data in order to answer the question concerned with the current status of the subject of the study: foundation level (2)

students' perceptions of the characteristics of effective ESL instructors. The research design chosen for the study is the survey presented. The survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The survey research of knowledge at its best can provide very valuable data. The researcher designed a survey instrument that could be administered to selected subjects. The purpose of the survey instrument was to collect data about the respondents on Attitudes of CCQ Level (2) foundation female students.

Data Collection:

Quantitative approaches used a systematic standardized approach and employ methods such as surveys, and in this study relied on data collection of the questionnaire, and the study sample responses.

The Study Instrument

The researcher created a 5-Likert questionnaire. It consisted of 70 items that describe the effective ESL teacher. These items are based on the previous literature review. The items are categorized into three main dimensions:

Dimension One: Academic characteristics (items 1-16).

Dimension Two: Social and Psychological Characteristics of personality (items 17-41).

Dimension Three: Practical expertise (items 42-70).

Validity of the study instrument

To establish the questionnaire for clarity and to provide a coherent research questionnaire, a macro review that covers all the research constructs was accurately performed by a jury of 7 academic reviewers, from the Community College of Qatar and other experts in the Foreign Language Department, to verify the sincerity of its items and make the required modifications, to carefully weigh degrees between the content of resolution in statements.

Reliability

To calculate the stability of the study, the researcher used the equation of internal consistency using test Cronbach's alpha shown in *Table (1)* the test results where the values of Cronbach alpha for all variables of the study and identification of generally was higher than (60%) which is acceptable in the research and studies, which gives the questionnaire as a whole the reliability coefficient ranged between (0.69-0.89) as shown in *Table (1)*.

Table (1) Cronbach's alpha for the study fields

<i>Variables</i>	<i>Statements</i>	<i>Cronbach Alpha</i>
Academic characteristics	16	0.69
Social and Psychological Characteristics of personality	25	0.71
Practical expertise	29	0.85
<i>All Questions</i>	70	0.89

Source: prepared by the researcher

Data analysis techniques:

To answer the study question and hypothesis which were formulated to examine the perspectives of the Qatari students about the characteristics of the ESL successful teachers, a Statistical Package for Social Sciences (SPSS) to analyze the collected data to answer the research questions. The following statistical techniques and tests were used in data analysis:

1. Cronbach's Alpha reliability (α) to measure strength of the correlation and coherence between questionnaire items and highlights the stability of consistency with which the instrument is measuring the concept and helps to assess the 'goodness' of a measure.
2. Descriptive Statistical Techniques: these included means and standard deviations. These techniques were used to illustrate respondents' answers to study fields.
- 5- The research type scale included five Likert scale as follows:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Relative importance, assigned due to:

Class Interval = $\frac{\text{Maximum Class} - \text{Minimum Class}}{\text{Number of Level}}$

$$\text{Class Interval} = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

- The Low degree from 1.00- 2.33
- The Medium degree from 2.34 – 3.67
- The High degree from 3.68 – 5.00

Descriptive Analysis of Study Variable

Question of the study: What effective characteristics do English as a second language Qatari female college students think effective ESL teachers should have?

To answer the question of the study, the researcher used Means, Standard deviations, items ranks and importance level to show to analyze students' responses to each domain of the questionnaire, as shown in **Table (2)**.

Table (2) Mean, SD, Item rank and Importance level of the ESL Successful teachers

<i>No</i>	<i>Dimension</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>rank</i>	<i>Importance Level</i>
1	Academic Characteristics.	4.76	0.35	1	High
2	Social and Psychological characteristics of personality.	4.38	0.30	2	High
3	Practical expertise.	4.08	0.47	3	High
Total		4.41	0.32		High

It's clear from **Table (2)** that the mean of (characteristics of the ESL successful teachers), ranged between (4.76 – 4.08), where the total mean of (4.41), which is a level of High. Dimension (1) (Academic Characteristics) earned the highest mean reaching (4.76), with standard deviation of (0.35), which is a level of High, and dimension (2) (Social and Psychological characteristics of personality) came in the second Place. It earned a mean of (4.38), with standard deviation (0.30), which is a level of High, and practical expertise came in the last rank, it earned a mean of (4.08) with standard deviation (0.47) which is a level of High.

This explains that the perspectives of the Qatari students about the characteristics of the ESL successful teachers were in the high level.

After that the researcher used Mean, Standard deviation to show the level of each dimension in the light of its items.

Dimension 1: Academic characteristics

The researcher used Mean, Standard deviation, item rank and importance level to show the level of Academic characteristics as shown in **Table (3)**.

Table (3) Mean, SD, Item rank and Importance level of the Academic Characteristics

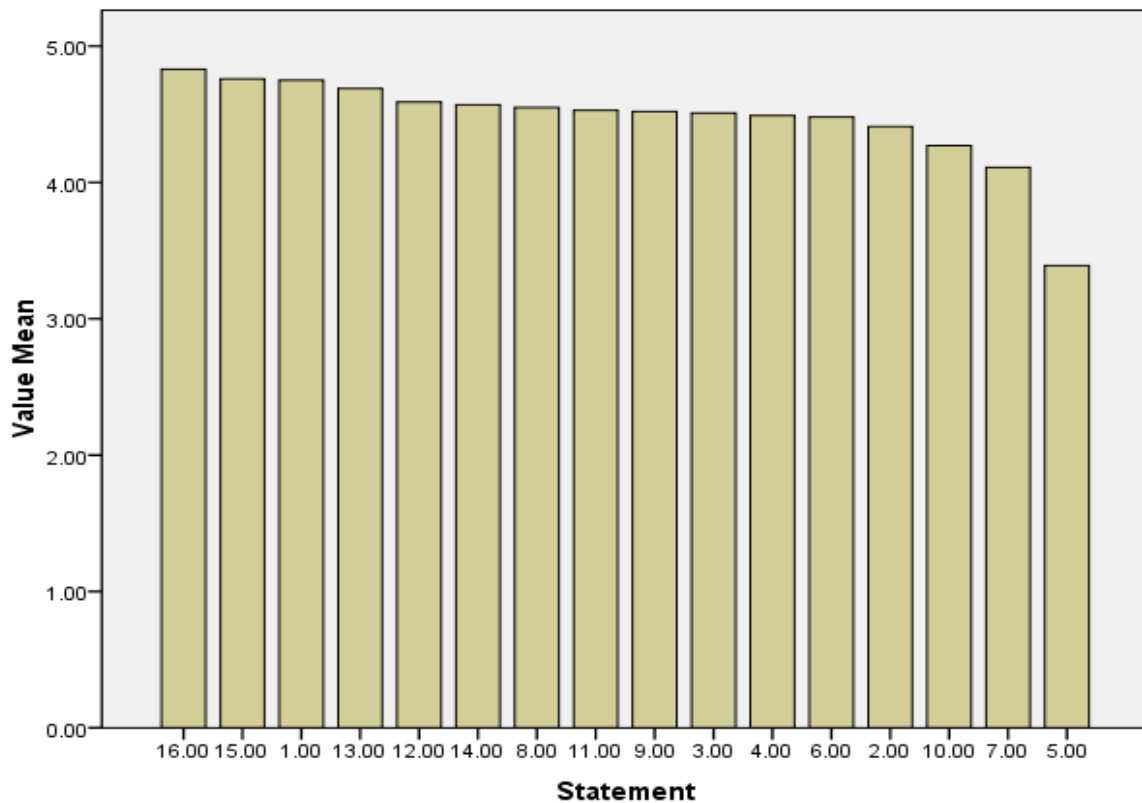
<i>No</i>	<i>Statements</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>	<i>Importance Level</i>
16	Be fully familiar with English grammar: use and usage.	4.83	0.38	1	High
15	Pronounce English words and sentences correctly regardless of his accent.	4.76	0.59	2	High
1	Speak eligible standard English	4.75	0.84	3	High
13	Read and comprehend English reading accurately	4.69	0.54	4	High
12	Have a great repertoire of English vocabulary.	4.59	0.64	5	High
14	Have English native – like accent.	4.57	0.81	6	High
8	Have a degree in Education and teaching methodology	4.55	0.58	7	High

11	Write English essays and articles well	4.53	0.66	8	High
9	Have certificate in TESOL	4.52	0.84	9	High
3	Knowledge of the structure of the two languages.	4.51	0.67	10	High
4	Knowledge of psychology of language learning.	4.49	0.74	11	High
6	Attend training courses in teaching and assessment.	4.48	0.72	12	High
2	Proficiency in the students' native language	4.41	0.86	13	High
10	Have Bachelor degree in English and a certificate in TESOL	4.27	0.98	14	High
7	Have higher degrees MA or Ph.D in English language.	4.11	0.95	15	High
5	Have only Bachelor degree in English language.	3.39	1.32	16	Medium
Total		4.76	0.35		High

It's clear from *Table (3)* that the mean of (*Academic Characteristics*), ranged between (4.75–3.39), where the whole dimension earned a total mean of (4.76), which is a level of High. Item (16) (Be fully familiar with English grammar: use and usage) earned the highest mean reaching (4.83), with standard deviation (0.38), which is a level of High, and item (15) (Pronounce English words and sentences correctly regardless of his accent) ranked second. It earned a mean of (4.76), with standard deviation (0.59), which is a level of High and item (1) ranked third, it earned a mean of (4.75) and a standard deviation of (0.84) also which is a high level and its stipulated (Speak eligible standard English).

Item (5) (Have only Bachelor degree in English language.) ranked last. It scored a mean of (3.39), and a standard deviation (1.32), which is a level of Medium, and item (7) (Have higher degrees MA or Ph.D in English language) ranked penultimate, it earned a mean of (4.11) with standard deviation (0.95) which is a high level.

This explains that the perspectives of the Qatari students about the academic characteristics of the ESL successful teachers were in the high level and figure (1) shows that.



Dimension of Psychological Characteristics of personality

The researcher used Mean, Standard deviation, item rank and importance level to show the level of Psychological characteristics of personality as shown in **Table (4)**.

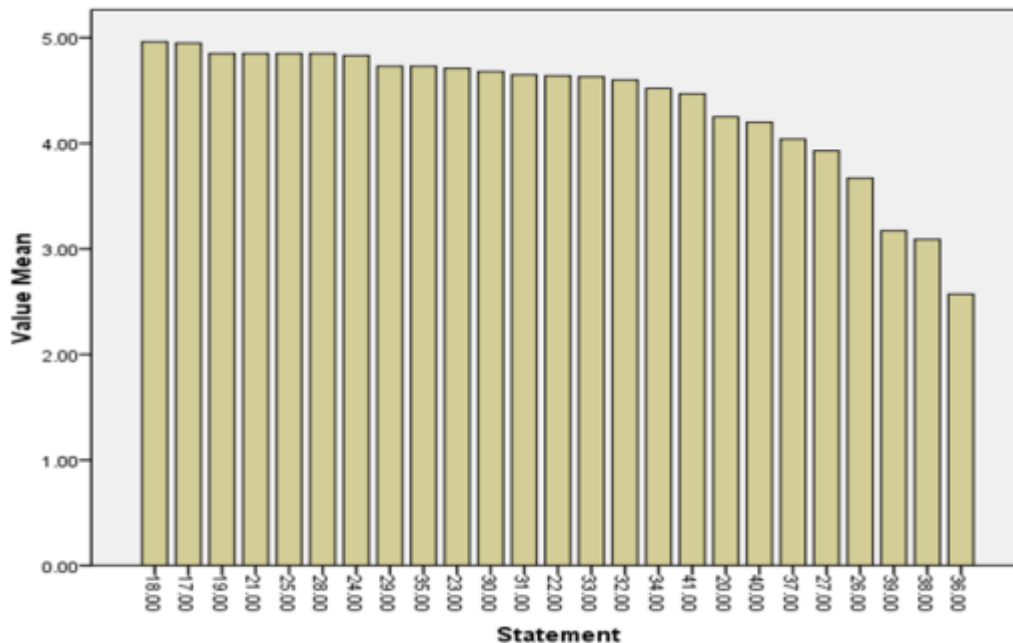
Table (4) Mean, SD, Item rank and Importance level of Psychological characteristics of personality

<i>No</i>	<i>Statements</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Rank</i>	<i>Importance Level</i>
18	Be friendly	4.96	0.20	1	High
17	Be fair	4.95	0.23	2	High
19	Be kind	4.85	0.48	3	High
21	Maintain a good stress-free and interesting	4.85	0.39	3	High
25	Listen to students' opinions and let them share in taking academic decisions.	4.85	0.36	3	High
28	Be polite and respect the students' personalities.	4.85	0.36	3	High
24	Alleviate students anxiety in the English class	4.83	0.50	7	High
29	Encourage and motivate students	4.73	0.58	8	High

35	Be patient and well-tempered	4.73	0.68	8	High
23	Be helpful to students inside and outside the classroom.	4.71	0.63	10	High
30	Be strictly disciplined	4.68	0.57	11	High
31	Be flexible	4.65	0.67	12	High
22	Be tidy, neat and well-dressed	4.64	0.67	13	High
33	Show interest in his career.	4.63	0.75	14	High
32	Be open to criticism	4.60	0.59	15	High
34	Have good ability to use the tone of his voice.	4.52	0.68	16	High
41	Be flexible in taking the attendance.	4.47	0.83	17	High
20	Be firm	4.25	0.96	18	High
40	Accept excuses when students do not submit their homework on time	4.20	0.92	19	High
37	Male teachers should teach female students	4.04	1.29	20	High
27	Give much homework 10 and more per term	3.93	1.08	21	High
26	Give 8 exams and more per term	3.67	1.18	22	Medium
39	Help students in solving their social problems (those with colloquies and those at home)	3.17	1.40	23	Medium
38	Give little homework (5 or less) for the whole term.	3.09	1.52	24	Medium
36	Female teachers should teach female students.	2.57	1.43	25	Medium
Total		4.38	0.30		High

It's clear from *Table (4)* that the mean of (*Psychological characteristics of personality*), ranged between (4.96– 2.57), where the whole dimension earned a total mean of (4.38), which is a level of High. item(18), namely (Be friendly) earned the highest mean reaching (4.96), with standard deviation (0.20), which is a level of High, and item (17), namely (Be fair) ranked second. It earned a mean of (4.95), with standard deviation (0.23), which is a level of High and items (19, 21, 25, 28) ranked third, with a mean of (4.85) and a standard deviation (0.48, 0.39, 0.36, 0.36) respectively, which is considered high level and stipulating that ("Be kind", "Maintain a good stress-free and interesting", "Listen to students' opinions and let them share in taking academic decisions", "Be Polite and respect the students' personalities"). Item (36) (Female teachers should teach female students) ranked last. It scored a mean of (2.57), and a standard deviation (1.43), which is a level of Medium, and item (38) (Give little homework (5 or less) for the whole term) ranked penultimate, it earned a mean of (3.09) with standard deviation (1.52) which is a level of Medium.

This explains that the perspectives of the Qatari students about the Social and Psychological Characteristics of personality of the ESL successful teachers were in the high level and figure (2) shows that



Dimension of Practical expertise:

The researcher used Mean, Standard deviation, item rank and importance level to show the level of Practical Expertise as shown in *Table (5)*.

Table (5) Mean, SD, Item rank and Importance level of Practical expertise

No	Statements	Mean	Std. Deviation	Rank	Importance Level
46	Use different and appropriate methods and techniques in teaching.	4.65	0.53	1	High
42	Prepare the lesson well	4.61	0.70	2	High
43	Be precise in writing her objectives	4.57	0.68	3	High
44	Follow the syllabus tightly	4.55	0.55	4	High
47	Manage the class time well	4.55	0.60	4	High
62	Be spontaneous.	4.55	0.55	4	High
61	Provide activities that arouse students interest in learning English.	4.53	0.74	7	High
67	Have different procedures in managing the class well.	4.49	0.78	8	High
60	Use different assessment tools.	4.43	0.89	9	High
45	Be flexible in following the syllabus.	4.31	1.01	10	High

64	Assess and reflect on his work regularly.	4.31	0.94	10	High
68	Use body language in teaching.	4.31	0.88	10	High
49	Use different procedures to manage the class discipline.	4.28	0.91	13	High
69	Taught different levels of college education.	4.28	1.07	13	High
55	Engage students in classroom communicative activities as games and drama.	4.15	1.06	15	High
58	Use Arabic language in the English class when necessary.	4.12	1.25	16	High
53	Integrate technology in her teaching.	4.01	1.14	17	High
57	Teach English in English.	4.00	1.07	18	High
66	Be Arabic native speaker but have degrees in English language and education.	4.00	1.27	18	High
63	Stick to administrative rule and regulations.	3.99	1.16	20	High
54	Relate the lesson to the students' real life-experiences (use authentic examples).	3.92	1.16	21	High
56	Integrate the four skills (reading, writing, speaking and listening) in one class.	3.92	1.25	21	High
70	Integrate technology in education as using software, Facebook, mobiles, emails and multi-media.	3.92	1.27	21	High
48	Have 10 year and more of experience in teaching English.	3.83	1.17	24	High
65	Be English native speaker	3.79	1.28	25	High
51	Integrate group activities to class	3.55	1.43	26	Medium
59	Use Arabic (students' native language) in the English class most of the time.	3.53	1.49	27	Medium
52	Give many tests and quizzes (more than 10 tests and ten quizzes a term).	2.91	1.37	28	Medium
50	Assign much homework (more than ten assignments a term)	2.37	1.44	29	Medium
Total		4.08	0.47		High

It's clear from *Table (5)* that the mean of (*Practical expertise*), ranged between (4.65– 2.37), where the whole dimension earned a total mean of (4.08), which is a level of High. Item (46) (Use different and appropriate methods and techniques in teaching) earned the highest mean reaching (4.65), with standard deviation (0.53), which is a level of High, and item (42) (Prepare the lesson well) ranked second. It earned a mean of (4.61), with standard deviation (0.70), which is a high level and item (43) ranked third, with mean of (4.57) and standard deviation (0.68), which is considered high level which stipulated (Be precise in writing her objectives).

Item (50) (Assign much homework (more than ten assignments a term) ranked last. It scored a mean of (2.37), and a standard deviation (1.44), which is a medium level, and item (52) (Give

many tests and quizzes more than 10 tests and ten quizzes a term) ranked penultimate, it earned a mean of (2.91) with standard deviation (1.37) which is a medium level.

This explains that the perspectives of the Qatari students about the Practical expertise of the ESL successful teachers were in the high level and figure (3) show that.

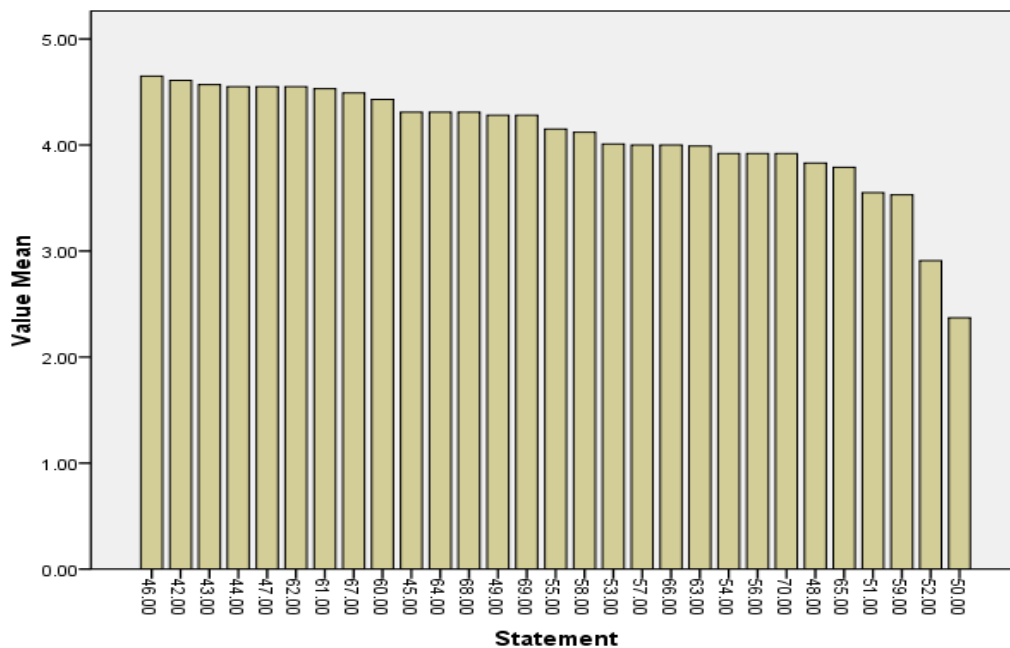


Table 6: The characteristics of an effective ESL teacher descending in importance based on students' perspectives

No	Statements	Mean	Std. Deviation	Rank	Importance Level
18	Be friendly	4.96	0.20	1	High
17	Be fair	4.95	0.23	2	High
19	Be kind	4.85	0.48	3	High
21	Maintain a good stress-free and interesting classroom environment	4.85	0.39	3	High
25	Listen to students' opinions and let them share in taking academic decisions.	4.85	0.36	3	High
28	Be polite and respect the students' personalities.	4.85	0.36	3	High
16	Be fully familiar with English grammar: use and usage.	4.83	0.38	7	High

24	Alleviate students anxiety in the English class	4.83	0.50	7	High
15	Pronounce English words and sentences correctly regardless of his accent.	4.76	0.59	9	High
1	Speak eligible standard English	4.75	0.84	10	High
29	Encourage and motivate students	4.73	0.58	11	High
35	Be patient and well-tempered	4.73	0.68	12	High
23	Be helpful to students inside and outside the classroom.	4.71	0.63	13	High
13	Read and comprehend English reading accurately	4.69	0.54	14	High
30	Be strictly disciplined	4.68	0.57	15	High
31	Be flexible	4.65	0.67	16	High
46	Use different and appropriate methods and techniques in teaching.	4.65	0.53	16	High
22	Be tidy, neat and well-dressed	4.64	0.67	18	High
33	Show interest in his career.	4.63	0.75	19	High
42	Prepare the lesson well	4.61	0.70	20	High
32	Be open to criticism	4.60	0.59	21	High
12	Have a great repertoire of English vocabulary.	4.59	0.64	22	High
14	Have English native – like accent.	4.57	0.81	23	High
43	Be precise in writing her objectives	4.57	0.68	24	High
8	Have a degree in Education and teaching methodology	4.55	0.58	25	High
44	Follow the syllabus tightly	4.55	0.55	25	High
47	Manage the class time well	4.55	0.60	25	High
62	Be spontaneous.	4.55	0.55	25	High
11	Write English essays and articles well	4.53	0.66	29	High
61	Provide activities that arouse students interest in learning English.	4.53	0.74	29	High
9	Have certificate in TESOL	4.52	0.84	31	High
34	Have good ability to use the tone of his voice.	4.52	0.68	31	High
3	Knowledge of the structure of the two languages.	4.51	0.67	33	High
4	Knowledge of psychology of language learning.	4.49	0.74	34	High
67	Have different procedures in managing the class well.	4.49	0.78	34	High
6	Attend training courses in teaching and assessment.	4.48	0.72	36	High
41	Be flexible in taking the attendance.	4.47	0.83	37	High
60	Use different assessment tools.	4.43	0.89	38	High

2	Proficiency in the students' native language	4.41	0.86	39	High
45	Be flexible in following the syllabus.	4.31	1.01	40	High
64	Assess and reflect on his work regularly.	4.31	0.94	40	High
68	Use body language in teaching.	4.31	0.88	40	High
49	Use different procedures to manage the class discipline.	4.28	0.91	43	High
69	Taught different levels of college education.	4.28	1.07	44	High
10	Have Bachelor degree in English and a certificate in TESOL	4.27	0.98	45	High
20	Be firm	4.25	0.96	46	High
40	Accept excuses when students do not submit their homework on time	4.20	0.92	47	High
55	Engage students in classroom communicative activities as games and drama.	4.15	1.06	48	High
58	Use Arabic language in the English class when necessary.	4.12	1.25	49	High
7	Have higher degrees MA or Ph.D in English language.	4.11	0.95	50	High
37	Male teachers should teach female students	4.04	1.29	51	High
53	Integrate technology in her teaching.	4.01	1.14	52	High
57	Teach English in English.	4.00	1.07	53	High
66	Be Arabic native speaker but have degrees in English language and education.	4.00	1.27	53	High
63	Stick to administrative rule and regulations.	3.99	1.16	55	High
27	Give much homework 10 and more per term	3.93	1.08	56	High
54	Relate the lesson to the students' real life-experiences (use authentic examples).	3.92	1.16	57	High
56	Integrate the four skills (reading, writing, speaking and listening) in one class.	3.92	1.25	57	High
70	Integrate technology in education as using software, Facebook, mobiles, emails and multi-media.	3.92	1.27	57	High
48	Have 10 year and more of experience in teaching English.	3.83	1.17	60	High
65	Be English native speaker	3.79	1.28	61	High
26	Give exams 8 and more per term	3.67	1.18	62	Medium
51	Integrate group activities to class	3.55	1.43	63	Medium
59	Use Arabic (students' native language) in the English class most of the time.	3.53	1.49	64	Medium

5	Have only Bachelor degree in English language.	3.39	1.32	65	Medium
39	Help students in solving their social problems (those with colloquies and those at home)	3.17	1.40	66	Medium
38	Give little homework (5or less) for the whole term.	3.09	1.52	67	Medium
52	Give many tests and quizzes (more than 10 tests and ten quizzes a term).	2.91	1.37	68	Medium
36	Female teachers should teach female students.	2.57	1.43	69	Medium
50	Assign much homework (more than ten assignments a term)	2.37	1.44	70	Medium
	Total	4.41	0.32		High

Discussion of the findings

The statistical analysis conducted on the obtained data revealed the study subjects perceive an effective ESL teacher as an academic who has various physical, academic, professional, and social characteristics. For them a successful ESL teacher is the one who shows kindness, respect, sense of humor, flexibility, and enthusiastic to his career. Professionally, they want a teacher who can vary his classroom techniques, be spontaneous when necessary, integrate technology with his teaching, integrate the four skills. Motivate and reinforce students positively, be bilingual or can speak students' own language, be precise in correcting papers, and engage students in communicative activities. All these characteristics were consistent with the findings of other studies, such as Probst's (2009), Al-Mahrooqi, Denman, Al-Siyabi, and Al-Maamari, 2005; Bissessar, 2014; Bell, 2005; and Borg, 2006. The findings of the current study showed that female students do not have any preference to be taught by female teachers. The study subjects also expressed that they want teachers to use Arabic when necessary especially when explaining vocabulary items. They do not want much homework.

CONCLUSION

Based on the study results which are compatible with the results of many previous studies that examined students' perceptions of how a good ESL teacher is like, the researcher of the current study can safely conclude that there are stereotypes that characterize any successful English as a Second Language teachers in the tertiary levels from the students' points of view. Thus, the researcher recommends teachers at colleges and universities to endeavor to have these characteristics. Students need a teacher who can be friendly, fair, firm, but flexible at some situations. They need him to speak English fluently but knows their native tongue. They want their teacher to be experienced so that to be eclectic in his classroom pedagogies. Consequently, ESL teachers should do their best to reach these traits and professionalism.

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