

Higher Secondary Students' Perspective of a Good English Language Teacher: A Conceptual Study in Bangladeshi Context

Dissertation

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List of Abbreviations

01. AmE- American English
02. BrE- British English
03. CLT- Communicative Language Teaching
04. ELT- English Language Teaching
05. GELT- Good English Language Teacher
06. GTM- Grammar Translation Method
07. IELTS- International English Language Testing System
08. TOEFL- Test of English as a Foreign Language
09. TESOL- Teaching English to Speakers of other Language

Dedication

I would like to dedicate this research work to my most revered and beloved father, Late Md. Hanif whom I have lost very recently in an unfortunate road mishap. He was an avid critique of my work and my inspiration too, though in an unorthodox manner. I would also like to devote this work to my most loving and caring mother who had always been by my side as my relentless supporter irrespective of any issues.

Abstract

Success is the most venerable thing to any professional in their respected profession and hence knowing the pros and cons of a profession, most significantly what is desired by your target group matters immensely. Talking about teaching, more specifically in the ELT profession, that statement also passes as a common trait of this profession as well. A good English language teacher (GELT) certainly has some traits both personal and professional which are also duly acknowledged and understood by their students; they are the direct receiver of the teacher's provided inputs. Hence this study was initiated to investigate the perspective of the students of a good English language teacher. Higher secondary level students were chosen for the study as they are considered as the group who will be able to give a good insight to the matter as they are standing at the doorway of higher education. Total 120 students of higher secondary level of Safiuddin Sarker Academy School and College were chosen as the target group for the study. And the instrumentations designed for this study were survey questionnaire (Likert scale statement) and students' written report to collect the required data. After collecting and analyzing the data, this study, despite some obstacles, did succeed in meeting its objective of finding the most desired quality of a GELT by the higher secondary level students of Bangladesh. It has found both personal and professional qualities, namely having a pleasant and friendly personality with great student motivating capability, being an expert of English grammar and literature with a strong command over Spoken English, having a great sense of humour and wit, sound knowledge of ELT approaches and methods, strong classroom control and an impartial judgment of the students' achievement as the most desired qualities of a GELT by their students. However, it has also found some bad qualities of the practicing teachers like intolerant of students' mistake, being not punctual, losing temper, speaking fast, making speaking and pronunciation mistakes and inefficient time management etc. which an aspiring GELT should try to avoid at all costs. Hence this study considers its outcomes very important and to some significant extent helpful and valuable for the aspiring English language teachers, ELT practitioner and policy makers and researchers.

Acknowledgment

At first, I would like to express my sincerest gratitude and homage to the Almighty Allah for giving me the willpower, patience and knowledge to accomplish such a big task. Afterwards I am heavily indebted to my parents for bearing with me through my thick and thin. At this stage, I would like to pay my ever gratefulness and thanks to my honourable teacher, mentor and thesis supervisor Asst. Professor Mr. Zohur Ahmed, Chairperson of the English Faculty, East West University, for his guidance, assistance, relentless cooperation and suggestion. I am also grateful to my beloved wife for her wonderful help and inspiration and above all for keeping her patience to enable me to continue as a workaholic person to meet the end of this empirical work. I acknowledge the kind cooperation and assistance of the principal and the English teacher of my childhood school- Safiuddin Sarker Academy and College. Last but not the least I am also acknowledging the contribution of the Higher Secondary level students of Safiuddin Sarker Academy and College who had shown their keen interest and enthusiasm for participation in the survey research.

Declaration

I do hereby declare that this dissertation is the presentation of my original research work. To the best of my knowledge, I have made all-out efforts to get rid of any kind of plagiarism by duly acknowledging the ideas and work from others wherever used within the research body. And no part of this work was ever published anywhere before.

.....

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Chapter-01: Introduction

1.1 Introduction

It is generally observed in the current context of English Language teaching and learning in Bangladesh that while a teacher is successful in achieving the teaching objectives and hence duly appreciated and adored immensely by their students and colleagues, on the contrary, most of them are struggling to keep the teaching basics right let alone accomplishing the teaching objectives. This issue instantly raises a number of questions like- why a teacher is successful when the others are not; what makes a specific teacher so much appreciable to their students when the others are not; and most importantly for this study, how a good English Language teacher is evaluated by the students and what are the most desired criteria for such a teacher. All these queries are not something totally new; these are for a quite long period of time kept appearing in the ELT arena without a sustainable and empirical solution. One of the reasons of such indifferent attitude towards these critical issues of good teaching out of many, might be the tradition and culture of our education in which a very little or no importance is given to the students' opinion in the teaching and learning discourse. This study considers it of immense importance to investigate the perspective of a student in terms of evaluating someone as either a good or bad teacher since at the end of the day it is the students like the audience of a theatre- who come into direct interaction with the teacher who are like the actor/actress of the stage receives either good or bad responses depending on their performances. Hence, the accomplishment of the objective of this study is dependent on the perspective of the Intermediate level students regarding their mind frame of a good English Language teacher in Bangladeshi context.

1.2 Problem Statement

After the inclusion of English Language along with its most dominant, effective and diverse teaching and learning approaches, methods in Bangladesh, there remains a considerable amount of weakness among the local students regarding its application in the practical ground (Hamid and Baldauf, 2008 cited in Barman and Basu, 2013). This study assumes the genesis of this problem is simultaneously embedded into the crisis of good English language teachers and not a clear and well-defined idea grounded on empirical basis regarding the attributes of a good English language teacher from the students' perspective. Some efforts are made frequently to shortlist a good English teacher's qualities by the educators and ELT practitioners though seems insufficient, a little vague and lacks in incorporating and reflecting the perspective of the target level students. Furthermore, an 'X' teacher is very popular among his or her students whereas the 'Y's' are not with almost the same educational background, training and experiences- this very ELT phenomena in Bangladesh poses a great threat to the motivation of a teacher and hence to the accomplishment of the greater interest of English Language teaching and learning. Thus, there should be a clear and systematic understanding of the most desired qualities of a GELT by the students of higher secondary level through an empirical investigation.

1.3 Purpose Statement

This study considers defining the attributes of a good English language teacher (GELT) in the Bangladeshi context by their Higher Secondary students a very time-worthy and important investigation. Furthermore, from the relevant literature study it has been found that, students' perspective of a GELT varies from one cultural setting to another except some core characteristics. Hence, one of the most important purposes of the study is to find out the most

desired qualities of a successful English language teacher according to their students in the cultural setting of Bangladesh. This study also understands and empathizes with the professional shortcomings and its consequences for a newly-entered English language teachers, and it also wants to give them an insight to the mind- frame of the Intermediate level students regarding their expectations and preferences of a good English Language teacher in order to orient and adapt them with the changing needs and realities of ELT. Last but not the least, this study, depending on its findings, wants to make the ELT resource persons to reflect over his or her methodologies, approaches, techniques, designs, use of different materials etc. to find out why some of them are appreciated as a good teacher whereas most of them are not.

1.4 Research Questions

To meet the objective of this study a central research question is framed which is given below:

01. What qualities are perceived by the students of Higher Secondary level as the most desired of a good English language teacher?

1.5 Significance of the Study

Findings of the study are very significant in terms of providing directions to the teachers at higher secondary level regarding what are the best teaching practices they should try to adopt and implement to become a good language teacher taking their students' perspective into the active consideration. In addition, study findings will also play a significant role concerning how and to what extent the students' perspective should be taken into consideration to make them an indispensable part of the Language teaching pedagogy when the matter comes to teaching and learning issue centering the classroom. Other individuals, namely teacher trainers and recruiters, researchers and ELT practitioners are also likely to be benefitting from the outcome of this study.

1.6 Delimitation

Since it is not possible and as well as impractical to study the entire sky under one umbrella, therefore, the study is delimited in its scopes at its various dimensions. This study is conducted on the Higher Secondary level students of Safiuddin Sarker Academy and College in Tongi excluding the other learners group and colleges. This study has also taken students' perspective of a good English language teacher to a great extent while excluding the teacher's perspective of quality English language teaching. Among many Intermediate Colleges, Safiuddin Sarker Academy and College is selected for collecting the data considering its importance as an educational institute within the selected data collection area and the researcher's convenience in terms of reaching the target group. Hence, the outcome of the study cannot be generalized or applied to a broad spectrum.

1.7 Limitation

Incidentally, this study is scheduled to accomplish a major portion of it, namely the data collection in between the most important religious rituals- Holy Ramadan and one of the biggest religious festivals- Eid-ul- Fitr. And these two events really created a problem mainly in terms of the availability of the students and teachers to collect enough data. Hence there are lots of overlapping in between the schedules of the researcher and the students. As this is a sort of new study area at the target level that is the Higher Secondary level in the Bangladeshi context, enough relevant literature or prior research work are not found to study to strengthen the background ideas required for conducting the research.

1.8 Conclusion

To conclude it can be said that a good English language teacher should be always critical and also highly reflective of his teaching practices and operational procedure. And he or she should be a wise considerate of his or her students' opinion and ready to take it positively to fine tune the teaching art. Above all a good English language teacher should be ever ready and prone to continuous professional development by taking his or her students' perspective with utmost priority avoiding any form of inferior feeling towards this.

Chapter-02: Literature Review

2.1 Concept of a Good English Language Teacher

If a language, whether carried out verbal or non-verbal, is inevitably the vehicle of communication and accomplishing other instrumental purposes of human being, then English Language is one of the most common and dominating tools to carry on both intra/international communications. However, in the current milieu of changing needs and realities of the world as a global village, making the local manpower skilled in the English Language seems to be practically more beneficial and time worthy than anytime ever. And to do this job in a more humane way and in an organized manner, a good English language teacher from the inception of English to till time is still an indispensable component of teaching and learning pedagogy. According to Alderman et al. (2001) cited in Iqbal et al. (2015), it is the quality of an English language teacher which determines the class of teaching and the latter directly affects the learners' learning. Furthermore, according to Iqbal (1996) cited in Dilshad (2010) it is a teacher's zeal and aptitude which plays the deciding role in terms of the elevation of an education system to a summit. Hence the necessity of a good English language teacher is still of huge importance

for the purposes of producing a linguistically and communicatively competent group of target language users. However, the concept of a good English Language teacher is not a new phenomenon rather a widely but still not a completely understood one in terms of a lot of pertaining issues. This study has been concentrated to study a GELT from the higher secondary students' perspective in Bangladeshi setting as it assumes that the students' opinions can play a critically important role in terms of establishing the sustainable and convincing qualities that make a good language teacher.

2.2 More Specific and most desired qualities of GELT

In general, whenever there is a talk about a good teacher, some very common traits of them appear before us immediately and they are judged in accordance with those criteria. A good teacher in general anticipated to have a very clear, strong and loud voice to deliver his lecture to the students to impart his knowledge to them. He is also considered to having a very pleasing and charismatic personality to not only control but also to retain the attention of the students in his proceedings with them. Apart from these, he is also expected to have a very strong command and enough background knowledge over the subject matter he will be teaching. Now, when, these qualities of a good teacher are narrowed down that is made specific to any subject namely English, some very unique and more desired qualities will be very naturally added to that list to make it more exclusive for a GELT. According to Huang (2010) cited in Alkhairi (2015) four aspects, namely language proficiency, teaching styles, personal traits along with preferred teaching materials will play the deciding role in terms of recognizing an individual as a good, ideal English language teacher. On the basis of those factors, language proficiency seems to be a very vital quality, failure in which will doom the career of an aspiring ELT practitioner. This language proficiency undoubtedly seems to be entailing language teacher's oral ability which

must be a very developed one. After that, teaching style for a GELT is another important factor which can immensely facilitate his linguistic ability and most of it forms almost unconsciously as the part of his very own natural instinct and the rest is molded by his surroundings. However, it is still changeable with very positive frame of mind. Afterwards, the factor like personal traits entails quite a few numbers of things, namely the very teacher being an honest and sincere person along with a very friendly and motivating attitude towards students; they will be also very helpful and available to the students whenever they need him. All these personal traits can make a big difference between an ordinary and successful language teacher. Last but not the least, the teaching materials a teacher prefers also matters a lot in the 21st century language classrooms where students have an easy access to the web's content. Hence, a teacher who uses graded authentic materials or constructed one will matter significantly to hold and retain the students' attention. In brief, it can be said that both some more specific and desired professional and personal qualities are vital to the success of a GELT.

2.3 Implications of the qualities of a GELT

No sooner a student is recognized as a failure both in academic and professional arena, there is an immediate finger raise towards the education system and its preacher- the teachers. Hence the role of a GELT and the implications of his qualities by no means can be underestimated rather it should always be upheld in paramount importance for a better teaching and learning process (Javid, 2014 cited in Alkhairi, 2015). There is another slant of that proposition is that, still, for many a students, a teacher is the only the role model who can be followed to remain on the track of knowledge. Therefore, the implications of the qualities of a GELT are always of great importance. Just, immediately after the parents of a student, it is a teacher with whom they spent most of the time and there is always a profound influence of a teacher on his or her students. If

we look at the history, without too many exceptions, both personally or professionally enriched and gifted teachers have produced the most famous students of the history, namely the Socrates and Plato, Plato and Aristotle, Aristotle and Alexander the Great, Helen Keller and Anne Sullivan etc. are the very few instances out of myriads. They not only made their students a brilliant academician but also an outstanding human being. Therefore, when it comes to English language teaching, that trend of teachers' personal and professional traits' influence on students rings the bell. If an English language teacher possesses a strong oral ability with sufficient amount of background knowledge which is facilitated by his pleasing personality and great motivating capability, then his students are definitely going to be influenced and benefitted by him. However, the reverse is also a very much possible reality where a student is learning something wrong which is becoming a lifelong mistake just because of having a teacher who does not own the most desired personal and professional qualities; negatively so, still it apparently demonstrates the implications of the qualities of a GELT for the success of their students.

2.4 Students' perspective of a good Language Teacher

In an ancient discourse like Teaching and learning, both teachers and students have specified roles and responsibilities and they are also heavily interdependent on each other for academic success and excellence. And it will be rather irrational and impractical trying to undermine and overlook the contribution of others at the expense of one; hence it is really important to study the perspective of students of a teacher while studying anything about the latter. This notion was also very aptly reflected in the study by Bellack et al. (1966) cited in Ng et al. (2003) who said 'Studying the activities of teachers in the classroom without at the same time analyzing the actions of students would give a distorted and incomplete view of the teaching process.' Hence,

examining and defining the most desired quality of a GELT from the students' perspective is rational and effectual. In the context of Bangladesh, there is a very little empirical work carried out by the researchers in terms of evaluating the GELT hence relevant literature review will be taken into consideration to shed some light on that topic. And why that matter has happened it is also understandable as still in the teacher and student discourse, the prior holds the power to control the discourse. Here, still in many school and colleges, teacher is all in all and he or she has lots of tools with which they can practise the power and can also retain it. Consequently, students cannot exchange their views of the teacher and teaching style and its efficacy; so, their voices go unheard. However, things have started changing slightly at some private universities where the student can evaluate and rate their faculties. And this is the area where this study is concentrating to study the perception of Higher Secondary level students of their English language teacher. It can be expected that by taking students' opinion into consideration and analysis, a better understanding will be at hand regarding what the students perceive as the most desired qualities of a GELT which is also the objective of this study.

Chapter- 03: Methodology

3.1 Research Design

Considering the very nature of this investigation, instrumentations and other pertinent issues, a mix-method (both quantitative and qualitative) approach was adopted to meet the objective of this conceptual study.

3.2 Research Methodology

After evaluating the research problem, purpose, significance, question, instrumentations and conducting the literature review, a survey research design was chosen. There is a common

consensus among the researchers that in terms of grouping the responses and opinion of the target sample group through pre-structured or predetermined research tools, survey research is one of the very effective frameworks. However, under the survey research design, there are three other research designs and from which descriptive theoretical framework was chosen to analyse and interpret the amassed data. Descriptive research, because of its very quantitative nature, brings out a convincing study output. Furthermore, the most important thing for this study is descriptive research can study and analyse the given opinion or belief of a target group very efficiently and can also ascertain those statistically on the target population. Hence for this investigation, the data collected through both the survey questionnaire (Likert-scale statement) and students' written report can be better understood, analysed and interpreted through the descriptive research design as it is kind of designed to decode the data accumulated through pre-formatted instrumentations.

3.3 Setting

This study requires taking personal, independent opinion of the subjects. And it also wants them to be as much as reflective while giving their views and critical observations because a power discourse may exist between the two subjects namely: students and teachers. Hence to minimize any inhibition or hindrance to prevent the students from giving their sincere and authentic opinion regarding their viewpoint of a good English language teacher, a predominant informal setting was selected. However, in some cases like: conducting survey which can be carried out in a formal setting, the required documents were given in the classroom along with stipulated time for submission. Hence the setting of this study for data collecting procedure was both formal and informal.

3.4 Sampling

The target sample population of this study was the Higher Secondary Level Students of the non-government college of Bangladesh. There are total 220 non-government Intermediate Colleges within the Dhaka city (eduicon.com, 2016). However, considering the limitations and convenience of the researcher, a random sampling was chosen for this study which entailed total 120 Higher Secondary level students from the Safiuddin Sarker Academy and College. And the most significant and pertinent for this study is: Communicative Language Teaching Approach (CLT) was incorporated at the Higher Secondary Level education in 2001 by outplacing the long out-fashioned and sort of ineffective Grammar Translation Method (GTM) in the pedagogy of English language (Rahman, 2016). The prime objective of this study is to investigate the Intermediate Students' perception of a GELT in the communicative context of Bangladesh; hence, this group was selected.

3.5 Research Instrument

For this mix-method study, a variety of instrumentations namely survey questionnaire (Likert scale statement) and students' written report were prepared and used to collect significant volume of data and information which were mandatory to meet the objective of this study.

3.6 Data Collection Procedure

Since the sample of this study was the Higher Secondary level students of Safiuddin Sarker Academy and College of Gazipur, a well-planned schedule was designed to visit that premise. A prior contact was made with the principle of that college to take formal approval to conduct the survey with the students and also to assign them the writing task (to produce a report on their favourite teacher). In this connection, a permission letter duly signed by the dissertation

supervisor was presented to the principal though he did not find it necessary to receive as the researcher had had his early school from there. Prior consent was taken from the subject teacher of the students and they were also informed that their identity would be kept anonymous for both research ethics and not to harm their academic reputation.

3.7 Data Analysis Procedure

As mentioned in the instrumentation section of this study, Survey Questionnaire and students' written report were used to collect the data. The data collected through the survey questionnaire (Likert-scale statement) and the students' written report (which was on the expected characteristics of 'A Good English Language Teacher') was evaluated through the chosen theoretical framework- descriptive research method. And finally the data accumulated through survey questionnaire (Likert-type scale) and students' written report were transcribed and tabulated at the findings sections and analyzed through a quantitative approach. Both the survey questionnaire and students' written report were attached at the appendix section of the study. It is worthwhile to mention that throughout the data analysis procedure, the identity of the respondents was strictly kept secret.

3.8 Obstacles encountered

While conducting the research and more specifically the data collection procedure, some obstacles were encountered. As this study is scheduled to be accomplished within one semester, the biggest Muslim religious rituals and festival came on the way of this study and created some real difficulties in terms of the availability of the students and teacher in the selected college. Hence, the researcher has to extend the submission time of this study. Another obstacle was the students' inadequate understanding of the communicative context in which this study wants them

to give their opinion of a good language teacher and even an orientation to that terminology by the researcher didn't help them that much to have at least some working knowledge of that term. Eventually, that communicative context has to be excluded from the main research body, and of course, with the permission of supervisor. Furthermore, some participants did not understand some of the statements in the survey questionnaire which became apparent from their given response; some of them didn't complete the provided questionnaire and written report; and some did not return their paper. Finally, the allocated time and the obligation of accomplishing the project within allocated duration is always an obstacle for producing the most desired result of this study.

Chapter- 04: Results

Results of this study have been generated mainly by two means, namely questionnaire for the students and students' written report. At first, these outcomes will be reproduced and furnished in different ways and finally that will be interpreted and reflected on in the subsequent paragraphs.

4.1 Results of Students' Questionnaire

There were total twenty questions prepared in the Likert scale type ranging from the options strongly agree to the reverse and 120 respondents from Safiuddin Sarker Academy and College took part and gave their opinion on that. For the convenience of discussion and analysis, each response will be stated first in a descriptive manner (in numbers out of 120 participants) and then will be represented in the long boxes for more condensed and at a glance look.

Q.1 was: A good English language teacher has a strong command over English language skills, especially in **speaking** and its responses were: out of 120 participants 76 students strongly

agreed, 30 agreed, 08 remained neutral, 01 disagreed and nobody strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
76	30	08	01	0

Q.2 was: A good English language teacher has a native like (either British or American) accent and its responses were: out of 120 participants 16 students strongly agreed, 51 agreed, 32 remained neutral, 09 disagreed and 04 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	51	32	09	04

Q.3 was: A good English language teacher is an expert of English Grammar and gives it due importance and its responses were: out of 120 participants 79 students strongly agreed, 31 agreed, 04 remained neutral, 0 disagreed and 0 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
79	31	04	0	0

Q.4 was: A good English language teacher uses English as a medium of instruction most of the time and its responses were: out of 120 participants 31 students strongly agreed, 57 agreed, 12

remained neutral, 08 disagreed and 02 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
31	57	12	08	02

Q.5 was: A good English language teacher has sufficient training in English and its responses were: out of 120 participants 65 students strongly agreed, 40 agreed, 03 remained neutral, 03 disagreed and 01 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
65	40	03	03	01

Q.6 was: A good English language teacher has either an M.A in ELT or a TESOL as a professional degree and valid IELTS or TOEFL score to demonstrate his/her language skills and its responses were: out of 120 participants 16 students strongly agreed, 45 agreed, 34 remained neutral, 12 disagreed and 01 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	45	34	12	01

Q.7 was: A good English language teacher is a good motivator and its responses were: out of 120 participants 59 students strongly agreed, 46 agreed, 07 remained neutral, 02 disagreed and 0 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
59	46	07	02	0

Q.8 was: A good English language teacher is very interesting with a good sense of humour and its responses were: out of 120 participants 59 students strongly agreed, 48 agreed, 04 remained neutral, 02 disagreed and 0 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
59	48	04	02	0

Q.9 was: A good English language teacher has a very pleasant personality with a very friendly attitude and its responses were: out of 120 participants 74 students strongly agreed, 27 agreed, 11 remained neutral, 01 disagreed and 01 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
74	27	11	01	01

Q.10 was: A good English language teacher is a psychological analyst who understands students' mental frame to judge their preference regarding any learning related issues and its responses were: out of 120 participants 54 students strongly agreed, 40 agreed, 10 remained neutral, 04 disagreed and 02 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
54	40	10	04	02

Q.11 was: A good English language teacher is aware and respectful of learner's cultural differences and also capable of handling these issues efficiently and its responses were: out of 120 participants 37 students strongly agreed, 56 agreed, 15 remained neutral, 02 disagreed and 01 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
37	56	15	02	01

Q.12 was: A good English language teacher has a strong control over his students in the classroom i.e. he knows how to manage the classroom without being authoritarian and its responses were: out of 120 participants 51 students strongly agreed, 47 agreed, 08 remained neutral, 05 disagreed and 01 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
51	47	08	05	01

Q.13 was: A good English language teacher reduces his talk time to give more time to the learners for practice and its responses were: out of 120 participants 40 students strongly agreed, 43 agreed, 25 remained neutral, 14 disagreed and 0 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
40	43	25	14	0

Q.14 was: A good English language teacher is efficient in time management and its responses were: out of 120 participants 33 students strongly agreed, 45 agreed, 16 remained neutral, 09 disagreed and 04 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
33	45	16	09	04

Q.15 was: A good English language teacher makes the class interactive where the students are found discussing, sharing and arguing in pair or small group and its responses were: out of 120 participants 30 students strongly agreed, 43 agreed, 23 remained neutral, 09 disagreed and 03 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
30	43	23	09	03

Q.16 was: A good English language teacher has sound knowledge of teaching approaches, methods and techniques and is also capable of using them and its responses were: out of 120 participants 69 students strongly agreed, 31 agreed, 08 remained neutral, 06 disagreed and 0 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
69	31	08	06	0

Q.17 was: A good English language teacher is familiar with and capable of using modern technology namely multimedia projector in the classroom when it is needed and its responses were: out of 120 participants 51 students strongly agreed, 28 agreed, 14 remained neutral, 12 disagreed and 05 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
51	28	14	12	05

Q.18 was: A good English language teacher tolerates mistakes and its responses were: out of 120 participants 08 students strongly agreed, 32 agreed, 31 remained neutral, 26 disagreed and 13 strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
08	32	31	26	13

Q.19 was: A good English language teacher can rouse the interest in a student and make him a lifelong learner and its responses were: out of 120 participants 49 students strongly agreed, 44 agreed, 11 remained neutral, 02 disagreed and 01strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
49	44	11	02	01

Q.20 was: A good English language teacher evaluates the students on the basis of their merits without being biased and its responses were: out of 120 participants 49 students strongly agreed, 44 agreed, 11 remained neutral, 02 disagreed and 01strongly disagreed. It can be seen in the following way in more organized manner

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
17	41	16	17	12

After all these individual analyses, this information can be seen in an assorted manner in the following table:

Table: 01

Responses of Survey
questionnaire

Total respondents: 120 students

Institution: Safiuddin Sarker Academy School and College

Question no.	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q.1	76	30	8	1	0
Q.2	16	51	32	9	4
Q.3	79	31	4	0	0
Q.4	31	57	12	8	2
Q.5	65	40	3	3	1
Q.6	16	45	34	12	1
Q.7	59	46	7	2	0
Q.8	59	48	4	2	0
Q.9	74	27	11	1	1
Q.10	54	40	10	4	2
Q.11	37	56	15	2	1
Q.12	51	47	8	5	1
Q.13	40	43	25	14	0
Q.14	33	45	16	9	4
Q.15	30	43	23	9	3
Q.16	69	31	8	6	0
Q.17	51	28	14	12	5
Q.18	8	32	31	26	13
Q. 19	49	44	11	2	1
Q.20	17	41	16	17	12

4.2 Results of Students' Written Report

Besides collecting the data through survey questionnaire (Likert scale statement), student's written report (attached in the appendices-01) was also prepared to collect data which the prior might not be able to elicit otherwise. And after analyzing the reports, it was also evident that some essential qualities of a good English language teacher which were revealed through student's written report were unrevealed by the survey questionnaire and the reverse was also true- most of the desired qualities came out through the questionnaire matched with student's written report. It can be mentioned here that some problems were met while collecting data by student's written report which were discussed in the problem encountered section in detail. For the convenience of the study, at first, the qualities which were supported by majority of the participants will be mentioned and then gradually the less supported one. And it is worthwhile to mention here that again 120 students of higher secondary level of Safiuddin Sarker Academy and College had participated in the student's written report.

According to the analysis of those reports, following qualities of a GELT were considered as the most desired qualities by the students of higher secondary level:

01. Motivating capability- 46 students referred to that in their written report
02. Expertise of English grammar and literature- 36 students referred to that
03. Pleasant personality- 35 students referred to that
04. Good speaking ability- 34 students referred to that
05. Friendly with students- 29 students referred to that
06. Having sense of humour and wit- 29 students referred to that
07. Gentle and pious- 27 students referred to that
08. Teaching method- 26 students referred to that

09. Background knowledge of the subject- 25 students referred to that
10. Ability of making lesson interesting- 21 students referred to that
11. Regular and punctual- 21 students referred to that
12. Helpful- 18 students referred to that
13. Judging student equally- 16 students referred to that
14. Creative and informative- 14 students referred to that
15. Retaining students' attention- 11 students referred to that
16. Class control- 10 students referred to that

Other than these qualities, students also referred to some other good qualities of an English language teacher, namely awareness of the students' cultural differences, building relationship with the students, interesting, time management, sufficient training in English, using English as a medium of instruction, helping weaker students, teaching morality, being a psychological analyst, tolerating student's mistakes, making the class interactive, not involved in politics, corrects him/herself, teaching style, treating students as own kids, helps students to increase attention, can rouse students' curiosity, does not get angry, can use the available technology, good communicator, giving examples, does not torture, strong and pleasing voice, explore student's potentials, not authoritative, well prepared for the lesson etc. However, in the students' written report, they have also mentioned about some bad traits of their English language teachers which are also very helpful in terms of understanding what a GELT should not do and these are as follows:

01. Doesn't tolerate mistake- 06 students referred to that in their writing
02. Not punctual- 06 students referred to that
03. Loses temper- 05 students referred to that
04. Speaks fast- 03 students referred to that
05. Makes speaking and pronunciation mistakes- 03 students referred to that

In addition to that a very few of them also mentioned some qualities, namely not understanding the syllabus, lacking in teaching practice, reluctance in checking homework, loudness, teaching with slow pace, being rude with insincere students, strictness, undermining grammar, doesn't make class interactive, inefficient time management etc. are not desired of a GELT. Now the most desired qualities of a GELT can be seen in a more organized manner in the following table:

Table: 02

A GELT's qualities from most desired to least desired

No.	Qualities of a GELT(from most desired to least desired)	Number of students responded to that
01.	Motivating capability	46
02.	Expertise of English grammar and literature	36
03.	Pleasant personality	35
04.	Good speaking ability	34
05.	Friendly with students	32
06.	Having sense of humour and wit	29
07.	Gentle and pious	27
08.	Teaching method	26
09.	Background knowledge of the subject	25
10.	Ability of making lesson interesting	21
11.	Regular and punctual	21
12.	Helpful	18
13.	Judging student equally	16
14.	Creative and informative	14
15.	Retaining students' attention	11
16.	Class control	10

Total participants: 120

Source: Students' written report

So far, these are the data from the two instrumentations which will be discussed and analyzed to reach the desired findings of this study in terms of the central research questions of this study.

Chapter-05: Discussion and Findings

At this section, firstly, data from the survey questionnaire and then the data from students' written report will be discussed and analyzed. Later, there will be a comparative analysis of the findings from the discussions. Finally, the combined and filtered outcomes of the discussion and comparative analysis will be represented as the ultimate findings in the sub-section of findings chapter.

5.1 Discussion and analysis

It is worthwhile to mention here that the found data will be discussed and analyzed from the most desired to the least desired that is from ascending to descending manner. To start the discussion with the survey questionnaire (Likert scale statement), it is found that teacher's expertise or strong background knowledge in English Grammar and literature has received maximum responses from the respondents (it was 110 out of 120) with 04 remaining neutral and with no disagreeing whatsoever. Hence it is apparently the most desired quality among the other qualities of a GELT. Here comes the second most desired quality (107 out of 120 pointed it one of the most desired qualities) of a GELT which is his sense of humour and wit that makes him very interesting to the students. After that, the third most desired quality of a GELT was his strong command over oral skill that is his speaking ability which got 106 respondents' response only 01 disagreeing with that and again with that information, the prevalent notion that an English language teacher should possess the gift of the gab is resonated once more. The fourth most desired quality of a GELT had a combined response of 105 both for having sufficient amount of training in English and being a great motivator to the students. That feedback from the

students certainly indicates that they would certainly like to see their teacher in role of a motivator along with substantial amount of teaching experience. Afterwards, the fifth most desired quality that a GELT should possess that is he/she should have a pleasant personality with a very friendly attitude and 101 students responded in the favour of it. This information clearly indicates that the students get influenced by their teacher's personality and they also want him or her to be friendly instead of being authoritative. Now, the sixth most desired quality of a teacher, which has got 100 respondents' positive and strongly positive responses, is his sound knowledge and capability of using different ELT approaches, methods and techniques whatever is pertinent. It is a strong message through that information to the practicing teachers that they should be always in the pursuit of an effective teaching method which is suitable in the milieu of his teaching. After all these most desired qualities of a GELT, there are some other qualities which also received noteworthy responses from the respondents, namely teacher's control of classroom (98 respondents responded positively for it); teacher as a psychological analyst who understands the students' mentality and can act accordingly to that and it has 94 positive responses to strengthen its validity as a desired quality of GELT; teacher's capability of understanding learner's cultural differences and rousing the interest in the learners to make him a lifelong learner (93 students responded in the favour of these qualities); using English as the medium of the instruction most of the time to facilitate the use of this language (88 respondents chose that as a desired quality); reduces teacher's talk time to provide and permit students with more talking time to strengthen their speaking ability in English language (83 students favoured that quality); familiar and capable of using the modern technology whenever is required (79 students responded positively); efficient in time management that is finishing the lesson within the stipulated time (78 students responded in the favour of it); capability of making the class

interactive (73 students responded in the favour of it). However, there were some qualities which did not draw that much attention of the respondents in comparison with the prior but still they are worthwhile to be mentioned. Talking about the accent of an English language teacher either British or American, students seemed to be not that much (67 responded positively for that quality out of 120 whereas 32 remained neutral and 13 strongly disagreed) critical or interested in that accent issue which somehow promotes or encourages a sort of intelligibility in the pronunciation of their teacher which is not either of the predominant accents (BrE or AmE) – it is more mutually intelligible. Later on, a GELT's quality like having a professional degree, namely M.A in ELT or TESOL and having a valid score in English language skill evaluating test- TOEFL or IELTS, also not greatly favoured by the respondents of the survey- 61 responded in the favour of that, 34 were neutral and 13 disfavoured the matter. The two qualities of a GELT as represented in the Likert statement which received the least positive responses were teacher evaluating the students without being biased by any external factors other than their merit (58 responses were in the favour of it, 16 responses were neutral and 29 disagreed in a varied degree) and tolerating the mistakes of a student while learning the language (only 40 students agreed to that in a varied manner ranging from strongly agree to agree, the second highest number of students- 31, chose to be neutral and the highest number of students-39, disagreed in a varied manner). Now for the first one, it can be understood that in the Bangladeshi culture and context, a teacher is not too frequently challenged; they are accepted as an unbiased person. Hence students did not give that much thought to it. Second one- tolerating students' mistakes, it might have got the least positive responses from the respondents owing to a concept of giving priority to the accuracy rather than to fluency as Grammar Translation Method which is also known as classic method still widely practiced and promoted by the teachers; in this method,

mistakes in the language are strongly discouraged at the expense of fluency. Hence, here the mental frame of a language learner is like that they cannot afford to make a mistake and furthermore, they also might think that their teacher should not tolerate it and give them corrective feedback when a mistake is made. So far this was a brief discussion and analysis of the data received from the survey questionnaire. And now same approach will be taken to analyse students' written report.

In the students' written report, they were asked to write about their favourite English language teachers in 250 words describing why do they like him and what are his good and bad qualities etc. They did write about their favourite teachers by mentioning those points in some detail which will be worthwhile to be discussed and analyzed. In the written report students referred to both good and bad qualities of their favourite English language teachers which will certainly help an English language teacher to make an informed choice regarding which qualities to adopt and nurture and what to avoid and stop repeating in practice. However, again majority of the students (46 out of 120) referred to the motivating capability of a GELT as the most desired quality among all the qualities. Even nowadays it can be seen in the ELT conferences and seminar that ELT practitioners are also highlighting the essence of motivation in language teaching pedagogy; learners do need motivation whether intrinsic or extrinsic. Later on, the second best majority of the students (36 out of 120) referred to the expertise of English Grammar and literature as another essential criteria to be a GELT which indicates that both rhetoric and linguistic knowledge are sine qua non for this novel profession. Literature enriches the language and language facilitates the efficient communication. After that, the next majority of the respondents which is 35 out of 120 mentioned pleasing personality as a mandatory requirement of a GELT which their favourite English language teachers used to possess. Now, it is clearly evident that

after the parents at home, students certainly look at their teacher's personality to resemble to some extent with their parents. Next to that, in the students' written report, they mentioned teacher's speaking ability as the fourth most desired qualities (34 out of 120 mentioned it in their writing). Now, one thing is apparent here from that those who are not a good speaker and have stage fright should not think of teaching until or unless they can overcome this issue. After these qualities, they also mentioned several other qualities which were somehow also very important to become a GELT and they are, namely Friendly with students (32 referred to it); having sense of humour and wit (29 referred to it); being gentle and pious (27 referred to it) and the rest of desired qualities of a GELT along with their number of respondents are available at table no-02. Now as mentioned earlier that students' written report also revealed some of the negative aspects of the English teachers which they should try to get rid of. Among these bad traits, the majority of the respondents- total 06, first referred to not tolerating the mistakes of the students as the bad sign of language teachers. Secondly, they mentioned (06 respondents) about their teachers being not punctual as their (teachers) negative side. Thirdly, 05 students referred teachers losing temperature as their bad traits. And the rest other less significant bad traits of a GELT are available on the page no-22 of this study for quick reference. However, all three bad aspects which are mentioned here are sort of teachers' personality crisis which will certainly affect his teaching and building a good relationship with the students and must be avoided at all expenses. At least it can be taken for granted here that no teachers want to be disliked by his students which results in the ultimate failure of him or her and hence these practice should be avoided at the cost of arms and legs.

Now this is time for a comparative analysis of the found data from the survey questionnaire and students' written report. After the aforesaid discussion and analysis of the data from the two

instrumentations it can be deduced that there are definitely some similarities in terms of what the survey questionnaire wanted to make students think about the most desired qualities of GELT against what they produced in their written report about their favourite English Language teachers. At least the six most desired qualities from the survey questionnaire matched with the responses' pattern from the students' written report which are, namely his expertise in English Grammar and literature (survey questionnaire response (sqr) - 110 and students' written report response (swrr) - 36); his sense of humour and wit that makes him really interesting to the students (sqr-107 and swrr- 29); his strong command in speaking skill (sqr-106 and swrr-34); his students motivating capability (sqr-105 and swrr-46); his pleasant personality with a very friendly attitude (sqr- 101 and swrr-64); sound knowledge in ELT approaches and methods (sqr- 100 and swrr-26); his strong control over the classroom (sqr-98 and swrr-10); and finally evaluating the students without being biased (sqr- 58 and swrr-16). Apart from these similarities, there are lots of dissimilarities also noticed in the students' written report in terms of the most desired qualities when compared with survey questionnaire's output. In the topmost response of the desired qualities of a GELT in the students' written report was teacher's motivating capability of a student whereas in the survey questionnaire it was teacher's expertise in the English grammar and literature. Furthermore, besides the desired qualities mentioned in the survey questionnaire, students' written report brought forth some issues with significant referencing from its respondents which were, namely teacher being gentle and pious, his background knowledge of the subject to be taught, ability of making lesson interesting, regular and punctual, helpful, creative and informative and can retain students' interest etc. Last but not the least, students' written reports were also being able to elicit some of the negative aspects of their favourite English language teachers, namely not tolerating the mistakes of the students, not

being punctual, loses temper, speaks fast, makes speaking and pronunciation mistakes, inefficient in time management, does not understand the syllabus, being rude with insincere students, strictness and undermining grammar. Hence, it will be very helpful for a new teacher who is about to enter the ELT arena to understand from the findings of the students' written report regarding the bad practices which should not be adopted rather to be avoided.

5.2 Findings

This study has eventually reached its most desired stage for which it was actually intended too. After the thorough and rigorous discussion and analysis of the extracted data from two instrumentations, this study has found that both professional qualifications and expertise along with some most unique personal qualities (may be they are exclusive and critical to the successful accomplishment of the teaching objectives) construct the entire continuum of a good English language teacher. Furthermore, they are so also inextricably intertwined with each other in such a way that either successful accomplishment or failure in one will certainly affect the other to be developed. Now these interpretations of the data, as mentioned earlier, are from both means of data collections in either from having the most desired professional prerequisites or rather personal attributes which make someone a good language teacher and absence a failure. Now a juxtaposed presentation of the most desired professional qualities of a GELT by their higher secondary level students according to the data from the two instrumentations are in a table once again for a quick overview:

Next to that, according to the respondents of survey and written report, there were also some very unique personal qualities which a good English language teacher should have in their very persona to become successful in their teaching. These personal attributes were discussed and analysed in the preceding sections in assorted manner and now here they will be represented again in a table simultaneously from both information sources of this study for a quick overview and it is as below:

Table: 03

Most desired Professional qualities of a GELT

Sl. No .	A GELT's desired professional quality from Survey questionnaire	Number of Respondents	Sl. No .	A GELT's desired professional quality from Students' written report	Number of Respondents
01.	Expert of English Grammar	110	01.	Expert of English Grammar and Literature	36
02.	Having strong command over Spoken English	106	02.	Having strong command over Spoken English	34
03.	Sufficient training	105	03.	Teaching method	26
04.	Knowledge of teaching methods	100	04.	Strong background knowledge of the subject	25
05.	Classroom control	98	05.	Ability of making lesson interesting	21
06.	Psychological analyst	94	06.	Creative and informative	14
07.	Uses English as MOI	88	07.	Classroom control	10
08.	Reduces TTT	83	08.		
09.	Can use the Modern Technology	79	09.		
10.	Efficient in time management	78	10.		

Table: 04**Most desired Personal attributes of a GELT**

Sl. No .	A GELT's desired personal quality from Survey questionnaire	Number of Respondents		Sl. No .	A GELT's desired personal quality from Students' written report	Number of Respondents
01.	Having good sense of humour and wit	107		01.	Great motivating capability	46
02.	Great motivating capability	105		02.	Pleasant personality	35
03.	Pleasant personality and friendly attitude	101		03.	Friendly with students	32
04.	Respect and understand cultural differences and can rouse the interest of students	93		04.	Having good sense of humour and wit	29
05.	Tolerates mistakes	40		05.	Gentle and pious	27
06.				06.	Regular and punctual	21
07.				07.	Helpful	18
08.				08.	Retaining students' attention	11
09.				09.		
10.				10.		

So, these are the representations of both most desired professional and personal qualities of a good English language teacher by their students in table- 3 and 4 respectively. One matter is also evident from that finding- students' written report emphasized more on the personal qualities of an English language teacher, on the contrary, survey results reflected more on the professional qualifications of a GELT. Now the final stroke in that finding section that is considering both information source, namely survey questionnaire (Likert scale statement) and students' written report and both outcome from those two sources- most desired professional and personal qualities of a GELT, this study has found eight most desired qualities of a GELT on the basis of number of respondents' responses and referrals to them. These are represented as below along with the combined responses from both information sources:

A teacher's pleasant personality with a very friendly attitude- 171 combined responses from survey questionnaire and written report

Great student motivating capability- 151 combined responses

An expert of English grammar and literature- 146 combined responses

Strong command over Spoken English- 140 combined responses

Having a great sense of humour and wit- 136 combined responses

Sound knowledge of ELT approaches and methods- 126 combined responses

Strong classroom control- 108 combined responses

Evaluating students solely on their merits without being biased- 74 combined responses

From the above points another thing can also be inferred that personal qualities of the English language teachers are more preferred over their professional qualifications which is strong message to those English language teachers who are burping in self-satisfaction over their academic achievements as these results suggest that they also must have some interpersonal skills, namely capability of being a great motivator of their students and also being very much friendly with them in their crying need if a GELT wants to be successful.

Apart from these most desired qualities of a GELT, this study has also found some of the bad qualities of the ELT practitioners from the students' written report which are namely intolerant of students' mistake, being not punctual, losing temper, speaking fast, making speaking and pronunciation mistakes and inefficient in time management. To summarise, a good English teacher, according to the findings of this study, should be both professionally enriched and equipped to deal with the technical and instrumental needs of language teaching and he/she must possess an amiable persona which will have those interpersonal skills which this study has already referred to cope with demanding and critical psychological and affective requirements of the students.

Chapter-06: Conclusion

6.1 Conclusion

To conclude it can be said that a good English language teacher is a perfect equilibrium of both most desired professional and personal qualities which have to be developed and nurtured for the ultimate excellence of teaching and learning discourse. Besides being an expert of the field

he/she will be teaching, a GELT must be very motivating and friendly with their students to provide them a platform where the students will be at an ease of learning without being afraid of that. Furthermore, it is no less essential to be a very good speaker of the language a teacher will be teaching with a strong sense of humour and wit in it besides being a strong controller of the classroom. Finally, having a sound knowledge of the pertinent ELT approaches and methods along with an absolute sincerity and an impartial judgment towards each of the students can bring forth a such a height for a GELT which will not make the others adore them but also be envious of them. At the end of the day, students will remember the teacher who was very close to them and beside them in their sore need; not the teacher with a very heavy academic profile however worthy of nothing. And it is the students who will be always at the first place whenever it comes to evaluate a teacher either as successful or failure. Hence, understanding students' need and acting according to that with readily available teaching repertoire will certainly help a teacher to teach with efficacy and simultaneously exerting substantial influence over the students. For this kind of teacher a great American historian Henry Adams (1838) goes on to say that "A teacher affects eternity; he can never tell where his influence stops."

6.2 Recommendation

In line with the findings of this study, it is recommended to the teachers who will be teaching English to the students that they should prioritize both professional and inter-personal skills if they really want to be successful as well as effective in their profession. There should be a system in the very institute where a GELT will be teaching that the students get an opportunity to rate the teachers; this already might be available in some private universities, however this study recommends its introduction to the intermediate level colleges as well. This study also highly recommends that a good English teacher's capability of producing fluent and error free speech

with an accepted pronunciation at the time of their recruitment must be given utmost priority as the findings of this study suggest its importance to the students. Furthermore, it is also quite natural and common desire of the students to expect their teacher as very good speaker of that language as that very teacher will be their role model in the target language which they will be trying to learn. Apart from these, this study also strongly encourages the English language teachers to take note of those drawbacks (both professional and personal) which this study has suggested and which they themselves can find while teaching as those can create an impediment on the way successful teaching and learning. To summarise this study would like the English language teachers to reflect everyday deeply on what they are doing successfully, what they are not and what the possible remedial can be taken to overcome these shortcomings of their teaching; they should be always on the path of Continuous professional development (CPD).

6.3 Further Research Scope

It can be inferred that, most of the qualities which have been found in this study through students' opinion will be sort of common and quite natural universally except some of the qualities which might be more milieu and culture specific. Hence in the future there can be a further investigation in that area regarding which qualities of a teacher is kind of universal and which are more context and culture specific. Another area which this study did not consider for research that is, the English medium schools where the students can be very critical and sensitive about the most desired qualities of a good English teacher in comparison with their counterpart-mainstream Bangla medium schools. Hence a comparative study can be conducted for more diverse and interesting results regarding what are the most desired qualities of a good English language teacher as perceived by their students.

The End

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Appendices

Appendix- 01: Students' written report

Write on your favourite English teacher in 250 words describing why do you like him; which qualities of him attract you towards him; what makes him different from others; what are some of his negative sides etc.

Appendix- 02: Survey questionnaires (Likert scale statement)

1. A good English language teacher has a strong command over English language skills, especially in **speaking**

strongly agree agree neutral disagree strongly disagree

2. A good English language teacher has a native like (either British or American) accent

strongly agree agree neutral disagree strongly disagree

3. A good English language teacher is an expert of English Grammar and gives it due importance

strongly agree agree neutral disagree strongly disagree

4. A good English language teacher uses English as a medium of instruction most of the time

strongly agree agree neutral disagree strongly disagree

5. A good English language teacher has sufficient training in English

strongly agree agree neutral disagree strongly disagree

6. A good English language teacher has either M.A in ELT or TESOL as a professional degree and valid IELTS or TOEFL score to demonstrate his/her language skills

strongly agree agree neutral disagree strongly disagree

7. A good English language teacher is a good motivator

strongly agree agree neutral disagree strongly disagree

8. A good English language teacher is very interesting with a good sense of humour

strongly agree agree neutral disagree strongly disagree

9. A good English language teacher has a very pleasant personality with a very friendly attitude

strongly agree agree neutral disagree strongly disagree

10. A good English language teacher is a psychological analyst who understands students' mental frame to judge their preference regarding any learning related issues

strongly agree agree neutral disagree strongly disagree

11. A good English language teacher is aware and respectful of learner's cultural differences and also capable of handling these issues efficiently

strongly agree agree neutral disagree strongly disagree

12. A good English language teacher has a strong control over his students in the classroom i.e. he knows how to manage the classroom without being authoritarian

strongly agree agree neutral disagree strongly disagree

13. A good English language teacher reduces his talk time to give more time to the learners for practice

strongly agree agree neutral disagree strongly disagree

14. A good English language teacher is efficient in time management

strongly agree agree neutral disagree strongly disagree

15. A good English language teacher makes the class interactive where the students are found discussing, sharing and arguing in pair or small group

strongly agree agree neutral disagree strongly disagree

16. A good English language teacher has sound knowledge of teaching approaches, methods and techniques and is also capable of using them

strongly agree agree neutral disagree strongly disagree

17. A good English language teacher is familiar with and capable of using modern technology namely multimedia projector in the classroom when it is needed

strongly agree agree neutral disagree strongly disagree

18. A good English language teacher tolerates mistakes

strongly agree agree neutral disagree strongly disagree

19. A good English language teacher can rouse the interest in a student and make him a lifelong learner

strongly agree agree neutral disagree strongly disagree

20. A good English language teacher evaluates the students on the basis of their merits without being biased

strongly agree agree neutral disagree strongly disagree