



## **EFFECTIVE TEACHING QUALITIES OF EFL TEACHERS AT COLLEGE IN THE PERSPECTIVE OF STUDENTS**

**K. BALASUBRAMANIAN**

Assistant Professor  
Department of English  
VSB engineering college  
Karur-639111 (TN) INDIA

**V. SHEELA**

Assistant Professor  
Department of English  
VSB Engineering College  
Karur-639111 (TN) INDIA

### **ABSTRACT**

*English Language teachers play a vital role in teaching- learning process. In the post-Modern era, EFL teachers face many challenges in order to achieve their effectiveness in teaching language .According to the perspective of students at college; the characteristics of ELT teacher might be differ for each learner. The teaching quality of ELT teachers promotes the learning process effectively by the terms of professional and pedagogical quality in them. Teachers should competent enough to demonstrate the best of professionalism and perform all the activities in their curriculum to bring better change in today's student language outcomes. This paper attempts to explore the qualities of EFL teachers as perceived by students include classroom instructional skills, pedagogical knowledge and socio- cultural background based on the existing framework of today's education system in Indian context. The study further revealed that the need of English proficiency to expose the quality of students through communication skill by language learning through ELT teachers to get employability and enhance the quality of learning whereas, Non- native speakers of English are largely involved in learning process of English language. Teachers need to be more update with advanced and progressive nature of language teaching methods. The major theme discussed in the paper merely on professional competent, professional need and professional commitment. The findings will indicate the effective teaching and learning process depends on effective teaching and helps students to get job and continue higher education by perusing TOEFL AND IELTS .Institutions, policy makers and stakeholders should understand the qualities of EFL teachers at college level is indispensable for effective teaching and important to the success of the educational system at large.*

**Keywords:** English Language Teaching teachers, English as a Foreign Language teacher, pedagogical knowledge

**K. BALASUBRAMANIAN**

**V. SHEELA**

1 Page



## INTRODUCTION

In the recent development of Technology in Language teaching and learning process plays a crucial role in the development of educational goals. To enhance the quality of learning a language good and qualified teachers are essential for efficient functioning of educational systems. English language has been given more importance in the means of communication, particularly after the pandemic, people of different cultures and countries brought closer to one another in the advance development of technology. English proficiency is being a criterion or one of the main requirements for applying to jobs and pursuing higher education. The students of college expect the effective quality of language teacher should possess extraordinary personal qualities by stating that an effective teacher blends well-built teaching skills with good character traits.

Effective language learning environment would not be possible to design without benefiting from technological devices such as computers, projectors, smart boards, etc. Implementing such appropriate devices in the higher educational curriculum will be helpful both in intensive and in extensive language learning process. It helps for motivating students by drawing their attention to develop their language outcomes.

This paper exposes to generate the perceived good qualities of EFL English teachers by qualitative research. This method is believed to be a powerful technique through which individuals can assess the strength and concerns of the community by providing visual evidence to reach policymakers. The present study focuses on the fact of English language learners expect their teachers to design activities that require collaboration, such as group work and pair work. This is a qualification related to the professional quality of the teacher.

The American Association of School Administrators (AASA) examined qualities of a good teacher and suggested that there are two types of attributes: (a) management and instructional strategies and (b) personal characteristics (Demmon-Berger, 1986). This study addressed the perceived good qualities of EFL English teachers from the perspective of students, using a qualitative research methodology. Teachers are critically important components for learning English; therefore, the findings of this study suggest that EFL teachers should be approachable and accessible to students at any given time, give proper advice and guidance, interact frequently with students and respect individual differences of students learning abilities

Effective teaching qualities of EFL teachers in seven dimensions:

**K. BALASUBRAMANIAN**

**V. SHEELA**

2 Page



EFL teachers' characteristics may undergo alterations due to several factors including the teachers' personality and the methods that they use to teach the Language to the second language learners (Non-Native speaker of English) In the perspective of college students an EFL teacher should possess seven dimensions of effective English language teaching and learning. The seven dimensions of effective teaching ways are namely, encouraging contact between students and faculty; developing reciprocity and cooperation among students; using active learning techniques; giving prompt feedback; emphasizing time on task; communicating high expectations, and respecting diversity in talents and ways of learning. Students perceived these seven dimensions of English teachers as beneficial in improving the learning environment.

This paper focuses on the effectiveness of Teaching and learning methods of EFL teachers for the sake of language development of college students towards their career growth and employability. This study employed the qualitative research method to generate the perceived good qualities of EFL English teachers. This method is understood to be a powerful technique through which students can weigh the strength and apprehension their learning disabilities of a second language.

The study was conducted at SKP Engineering College, Tiruvannamalai.. The participants were recruited using a convenience sampling method. A total of 60 first-year Engineering college students (males 30, females 30) with an age range between 18 and 24 years. They were majoring in Computer science and all subjects including English were taught in English medium. The data collection involved in pre-interviews, observations/documentation, and post-interviews. The data were thematically analyzed and presented in this paper were discussed in the classrooms. The findings are thematically presented in four main themes: classroom instructional skills, subject matter knowledge, pedagogical knowledge, and socio-affective skills.

English language is becoming more important as a universal means of communication, particularly after the recent advances in technology that have brought people of different cultures and countries closer to one another. There is increasing demand on English learning. Furthermore, English proficiency is being a prerequisite or one of the main requirements for applying to many jobs and pursuing higher education. The teacher's personal qualities proved to have a vital importance not only for an effective language teaching but also for the moral development of the student.

## **Discussion**

Personal characteristics of the teacher were found to be most important for students in terms effective language instruction and also for the moral development of the students. Given that



students are to discover their personality or identity, the teacher's should be to serve as an appropriate role model. The primary objective of this research was to explore the qualities of effective EFL teachers from the perspective of students. Variation of research methods is required to generate new insights and to consolidate the finding. the findings revealed four main themes that could best illustrate/depict the qualities of effective EFL teachers: teachers' classroom instructional skills; subject matter knowledge; pedagogical knowledge; and socio-affective skills. This study reported teachers' classroom instructional skills as one of the prominent qualities of a good English teacher. English teachers to provide clear objectives of the lesson to be taught, emphasizing its importance for students to learn, giving students opportunities to ask questions for clarification, speaking slowly and repeating when necessary, and pronouncing spoken words clearly with an accurate grammatical structure.

Student participants commented that teachers should integrate multimedia and ICT tools to make English learning more fun and interesting. They also stated that implementing these methods would bring positive changes to student learning. The student-participant in this study duly appreciated and placed importance on teachers' socio-affective skills. The key indicators that define an effective teacher is their pedagogical knowledge; the findings from this study also suggested the same. Several qualities emerged that may help ESL/EFL English teachers to evaluate and reflect upon their pedagogical knowledge. Qualities worth noting included that teacher should know how to manage classrooms well with appropriate teaching strategies. The perceived good qualities of English teachers highlighted by student participants in this study were consistent with some qualities reported by the previous studies conducted in EFL contexts. English teachers should be approachable and accessible to students at any given time, give proper advice and guidance, interact frequently with students, respect individual differences of students learning abilities.

## Method

### Participants

Table 1. Participants of the study

Participants	Male	Female	Total
SKP Engineering college students	30	30	60

Table 1. shows the subjects of the study drawn from first-year Engineering college students (males 30, females 30) with an age range between 18 and 24 years.



The data were collected through a questionnaire based on Likert's five-point rating scale starting from "very important" to "not important". The questionnaire consisted of two parts.

The first part was demographic information about the participants. While the second part Comprised 30 questions distributed into three main categories; namely, language proficiency, pedagogical aspects, and socio-affective skills respectively based on Park and Lee's (2006)

Classification of the characteristics of EFL teachers:-

The questionnaire took around 25 minutes to administer. To obtain reliable data, the purpose of completing the questionnaire was explained to all participants. The students were told that their answers would be completely confidential and anonymous and asked to respond sincerely and honestly to the questionnaire. The data were analysed quantitatively.

S.No	Content	Male	Female
1.	Be fully conversant with English grammar	3.457	3.96
2.	Have a high level of proficiency with English vocabulary	3.73	3.59
3.	Use various materials including video, audio, and multimedia	3.68	3.36
4.	Be familiar with social and cultural background of learners	3.682	3.42
5.	Motivate learners using different instructional strategies	4.56	3.98

6. Vary class interaction strategies (e.g., use group and pair work, drama, role-play)	3.89	4.98
7. Be able to manage the classroom properly	4.26	4.85
8. Use a variety of teaching methods	3.95	4.26
9. Know how to evaluate pupils	4.38	4.86
10. Take into consideration students' needs and interests	4.63	3.96

Table 2 shows the characteristics of effective English teachers from SKP Engineering college students' perspectives. The required data were collected via a self-report questionnaire focusing on seven dimensions: English proficiency, pedagogical knowledge, and socio-affective skills. The findings indicated that the participants placed more value on English proficiency, socio-affective skills, and pedagogical knowledge respectively. Moreover, the results revealed that the students' higher endorsement of English proficiency over pedagogical knowledge and socio-affective skills may indicate the importance of subject matter knowledge in the education process. Likewise, students' higher emphasis on socio-affective skills over pedagogical knowledge implies that teachers should enhance socio-affective strategies and consider emotions and attitudes.

## CONCLUSION

Inspiring teachers should possess good qualities that admire students' community with quite distinct personal qualities, kindness, patience, and are able to build mutual relationships between students and teachers in the language learning outcomes. The teachers' attitude towards the teaching career and their manner in interacting with learners were viewed as of crucial importance to the learners. Learners highly expected the teachers to be enthusiastic in teaching,



willing to continuously update and improve professionally, friendly to students and willing to respond to learners' questions and treat all students on a fair basis. Findings from the study showed both divergence and resonance with results from previous studies conducted in SKP Engineering college were found to play prominent parts in both teachers' and learners' perceptions of what makes effective EFL in this setting, it should be emphasised that from the

learners' perspective, it was more of the teachers' interpersonal, emotional and motivational aspects that the learners desired. Motivation functions as the backbone in determining their attempts to engage in the learning process and to accomplish the intended learning outcomes, to place higher priority on the construction of relationships with and trust from their learners as well as showing their due care and respect to the students.

## WORKS CITED

1. Berlin, L. N. (2000). Toward a "working definition" of effective language instruction in the multicultural ESL classroom.
2. Dörnyei, Z. (2001). Teaching and researching motivation. Longman.
3. LAACHIR, A. (2019). The use of e-learning in foreign language learning: A Case Study of Undergraduate EFL Students. *International Journal of Language and Literary Studies*, 1(3), 30-42. <https://doi.org/10.36892/ijlls.v1i3.79>.
4. Sundari (2018). The Qualities of an Effective English Teacher: University Students' Perception. *Asian EFL Journal*, 20 (5), 67-71.
5. Witcher, A. E., Onwuegbuzie, A. J., Collins, K. M., Filer, J. D., Wiedmaier, C. D., & Moore, C. (2003). Students' Perceptions of Characteristics of Effective College Teachers.