



A Comparative Study of Teachers' and Students' Perceptions of the Effective English Teacher at Prince Sattam Bin Abdulaziz University

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The main purpose of this study is to investigate the perceptions of English language teachers/faculty members and students about effective English language teaching. In addition, it aims to find whether there are statistical significant differences between English teacher and student perceptions about effective English language teaching and how the dimensions: Professional, English teaching, personal, and interpersonal qualities are order-ranked according to importance. Proposed qualities of effective teaching were organized under four sections: Professional, English teaching, personal and interpersonal qualities. In addition, participants were asked to note other qualities that did not already exist in the questionnaire. The study targeted male and female faculty members and EFL students at Prince Sattam Bin Abdulaziz University. The study found that both faculty members and students have highly positive perceptions of the teaching qualities proposed in the study. The study also found statistically significant differences between faculty members and students in their perceptions about effective English language teaching in favour of faculty members. There was no statistically significant difference that can be ascribed to gender (i.e. in general for all participants, faculty members and students). Similarly, there was no statistically significant difference that can be ascribed to experience.

Key words: *Effective English Language Teaching, Effective Teacher's Qualities, Students' Perception.*



Introduction

Literature describing features of an effective language-teacher in English teacher education is abundant. Kourieos and Evripidou (2013), for instance, believe that effective teachers, in general, share characteristics that make their work efficacious and invaluable for language teaching. Borg (2006) (as cited in Stella Kourieos & Dimitris Evripidou, 2013), opines that as effective language teaching, along with the language used, are unique and new to the learner, a special teaching approach, special skills and also specific English language teacher personality features, is required. Chacon (2005) observes that teachers' beliefs are reflected in the manner in which they deliver and run their language classes. Richardson (2011) finds a mutual agreement on certain features by both the teacher and the learners who show a consensus on effective language teaching attributes.

Other studies, however, claim that teachers and learners hold different opinions with regard to the features of an effective English teacher (Shisavan and Sadeghi, 2009; Horwitz, 1985; Kern, 1995; Schulz, 1996; and Horwitz, 1985). This leads to the serious issue of teaching strategies or teaching methods having diverse impact on learners according to difference in teaching method. There is also disparity in the learning objectives or opposing views between teachers of English language and their students. This may result in student dissatisfaction with their learning making it difficult to fulfil program expectations or achieve the desired learning outcomes. This phenomenon is consistent with the findings of Brown (2009) and Williams & Burden (1997) who also assert that English learners' ideas and beliefs are significant in language acquisition. When disparities occur, these studies claim, there will be problems between English language teachers and their learners.

Currently, teaching effectiveness is sought through different avenues and via different tools. Teacher self-evaluation, student reflection, peer evaluation and administrative evaluations all serve the need not only to understand, but also reach better teaching efficacy. Further, it is important to understand views of both students and their teachers with regard to what attributes lead to effective language teaching. However, it is of note that the commonly agreed on attributes are the ones with maximum discord. When this happens, it leads to failure of students' expectations and probably low achievement (Barnes & Lock, 2013; Dampson, Havor & Laryea 2018). This study aims to find out whether there is a lack of coordination or mismatch between the perceptions of English language teachers and their learners. Analyzing these differences and examining their root cause, would offer rich insights into learners' "hidden agenda" (Nunan, 1989). This study also aims to achieve an understanding how English language teacher beliefs can improve their understanding of

learner beliefs to establish common ground for teaching and learning the English language for the benefit of both.

Research Problem

Not much serious attention has been given in previous studies to examine different perceptions toward what constitutes effective English teaching qualities. This has created a big void in understanding for both teacher and learner perception re what makes teaching or learning effective which may cause serious learning issues. Moreover, when there are disparities or mismatches between teachers and students in their beliefs about qualities of effective teaching, it is the students who fail to achieve their language learning goals. Since teachers and students share the same academic environment, having a common ground of understanding each other's perceptions would benefit effective English-language teaching and hence mutual evaluation. If this happens, it could strengthen the academic environment. Hence the identified issues is that English-language teaching evaluation may not meet its goal or the evaluators may not be in consensus of what the attributes are when evaluating a teacher. As a result this study investigates teachers' and students' perceptions with regard to teachers' effectiveness, to find similarities and differences between them that might cause disparities, common misperceptions and incorrect interpretations. The premise of this study is that by familiarizing with teachers' and students' perceptions, better academic and pedagogical practices could be generated.

Research objectives

1. To identify teachers' and students' perceptions with regard to teachers' effectiveness as revealed in previous studies.
2. To identify teachers' and students' perceptions as exerted and expressed by teachers and students at Prince Sattam Bin Abdulaziz University, Saudi Arabia.
3. To compare both teachers' and students' perceptions and find similarities and differences between them.
4. To analyze the findings by investigating possible disparities and issues of common misperceptions, stigmas and incorrect interpretations regarding teachers' and students' perceptions
5. To find out how teachers' and students' perceptions could guide creation of better academic and pedagogical practices.
6. To pose suggestions and recommendations for better teachers' and students' perceptions based on the findings of the study.



Research Questions

1. What are the effective English-language teaching qualities as perceived by English teachers?
2. What are the effective English-language teaching qualities as perceived by English students?
3. Are there statistical significant differences between English teachers' and students' perceptions about effective English language teaching?
4. Are there statistical significant differences between male and female participants in this study?
5. Are there statistical significant differences between male and female students?
6. Are there statistical significant differences between male and female faculty members?
7. Are there statistical significant differences among faculty members based on their experience?
8. How are the study dimensions such as Professional, English teaching, personal, and interpersonal qualities ranked according to importance?

Literature Review

Historical Background

Measuring university teacher's efficacy based on students' reflection of their teachers' teaching is an old practice. It first appeared in the mid-1920s at Purdue University (Calkins and Micari, 2010; Del Carmen Nolasco 2018). Student ratings at that time focused on three aspects: fairness in grading, stimulating intellectual curiosity, and personal peculiarities; however students' ratings were of no significance. According to Anderson, Ingram, Buford, Rosli, Bledsoe, and Onwuegbuzie 2012; Dođar, 2016), university teachers were "held in high scholarly regard, had complete autonomy of their classrooms and could disregard student ratings at their discretion" (p. 283). However, there was a paradigm shift in the 1950s when students' ratings were highly considered but for different reasons. The contemporary government mandate is to find out exactly what teachers teach in classes and whether their teaching adheres to the governments' political inclinations (Jabarullah and Hussain, 2019).

Despite the rise of students' perception and their point of view gaining more importance, teachers' and students' perceptions continue to reflect difference. These differences emerged from the time when students' opinions began to be counted. Hildebrand, Wilson, and Dienst (1971) found out that effective instructors were those who were scholarly, indulged into more academic research and represent a wealth of knowledge in their field. The study shared the



beliefs of the participants who argued that an effective instructor was one who could provide clarity in the teaching material and who could instil excitement and enthusiasm in their students about learning.

More recently, however, there were attempts to bridge the gap between teachers' and students' perceptions about teaching effectiveness. Horwitz in 1981 pioneered a concept called BALLI that stands for "Beliefs about Language Learning Inventory (Alan v. Brown, 2009; Elfakharani, 2016). BALLI constituted three measurement instruments: English learners' beliefs, English teachers' beliefs, and Foreign Language (in general) beliefs. BALLI has since long been employed as a technique to assess both teachers' and learners' beliefs about language learning (Nikitina & Furuoka, 2006).

What is effective teaching?

Effective teaching can be understood under two approaches: either by stating a definition or by presenting its features, components and practices that could constitute effective teaching. There has been no consensus on the definition of effective teaching. For decades, researchers have looked at its meaning differently. Claye (1968) considered effective teaching in context of teachers' ability to teach classes in a context with low number of students, no disruption, and the teachers having less clerical work or non-teaching duties or less pressure from administration. Tuckman (1995) defines effective teaching as one "which (a) causes students to learn and grow, or (b) is accepted by teachers and other educational professionals" (p.127). The vagueness about the definition of effective teaching has unfortunately continued even in recent studies. Cruickshank and Haefele (2001), Yon, Bumap and Kohurt (2002), and Stronge and Hindman (2003); Holloway, Romme, & Demerouti, (2018) unanimously find it difficult to arrive at a unique definition for effective teaching, which is free from ambiguity and acceptable to all educators.

Regarding features, components and practices of effective teaching, there has been no agreement between teachers and students. They differ not only on their understanding of what describes an effective teacher but also in their perception of the word "effectiveness". Due to these disparities between teachers' and students' understanding, several issues have been raised regarding what constitutes effective teaching. Koc (2013) found that students equate effectiveness of teaching more with teacher's teaching skills and qualifications than his/her personal qualities or features. The reason cited in the study was that students disliked teachers' personal features such as praising the students because many teachers misused praise for vested interests and not to encourage and motivate students. This contradicts the findings of Muijs and Reynolds (2001) who found praise one of the important factors in



effective teaching. It was argued that the older the students are, the less responsive they to praise or appreciation; rather they look for opportunities for active participation in the classroom-related activities.

It has further been observed that students' knowledge level as well as their familiarity with their teachers affects their perception about effective teachers. Fiske and Neuberg (1990) argue that in such a case, students may turn to "surface cues such as ethnicity and gender to draw conclusions about them" (as cited in Anderson et. al., 2012, p.283). Bavishi, Hebl, and Madera (2010) also agreed upon the ethnicity factor and found in their study that participants believed White Americans and Asian professors were more competent than African American professors. However, such a perception was reflected mostly prior to meeting them. Anderson et. al. (2012) found that inquiries into misleading perceptions on Teacher Evaluation Forms (TEFs) "have been continuously evaded. These and other evaded perceptions might better inform evaluations if given an inclusive role in the development of TEFs." (p. 283-284)

Why such perceptions are of so much significance?

Effective teaching is the most important factor in improving students' learning; besides, in EFL setting, it is specifically important since it tests the ability of teachers to motivate and facilitate learning (Burden, 1997). Lightbown & Spada, 2008, as cited in Kourieos & Evripoidu (2013), observe that such a motivation is at its peak when considering language students' perceptions about effective language practices. Feng and Webber (2009) refer to ratings and evaluation of teachers by students as a measure of popularity, but not effectiveness. This is true because students' evaluations are usually subjective and a reflection of the general opinion that students make of their teacher over a semester or a year or more. However, this should not belittle the importance of such evaluations. As cited in Tuckman (1995), Brekelmans, Wubbels and Creton's (1990) study showed a statistically positive correlation between students' evaluations of their teachers and students' results. Their findings revealed that teachers who were evaluated as "stricter, more leader-like, and less uncertain produced higher student scores on physics achievement tests than teachers perceived to be the opposite" (p. 132).

Correlation between students' evaluation of their teachers' effectiveness and their achievements has also been stated in several other studies (Creech & Hallam, 2003; Masden & Cassidy, 2005; Mills & Smith, 2003; Muijis & Reynolds, 2000) as cited in Button (2010) and in (Darling-Hammond, 2000). Students' achievement, in this case, is normally attributed to the encouraging and motivating class environment created by the teacher with the help of a



teaching methodology that both students and teachers find beneficial to student learning and achievement. Richardson (2011) hence rightly concludes that difficulties students face in their English learning are usually ascribed to motivation problems and cultural differences. As a result, this influences the expectations that students have about the most effective English teaching practices, which are consequently not met due to a mismatches in beliefs between students and teachers.

Brosh (1996) and Burden (1997), as cited in Richardson (2011), discovered that an absence of understanding between the students and their English teachers about what needs to be done in class can adversely affect students' achievement. This suggests that teachers should understand what students perceive about effective teaching in order to achieve better learning outcomes and achieve teaching effectiveness. A similar study (Anderson et. al., 2012; Hussain, et.al 2017) presents multidimensional perceptions of features that make a teacher effective and recommends utilizing these perceptions as a ground for building a frame of reform in the field of teaching and education in general. As a result, the study further states, students as well as teachers can reach their full teaching and learning potential.

In another study, Fox & Brookshire (1971) assert that commonly agreed-on perceptions can provide some kind of a "system of evaluation with the hope that an outstanding job on their part will be rewarded" (p. 37). The study further adds that it is the right of stakeholders to know how effective the teaching is; secondly, faculty members should know what features can be deemed effective so that they can work on improving. Muijs & Reynolds (2001) believe that providing professional development opportunities to teachers in the field will introduce them to proven effective teaching strategies and practices. This would also help administrators and those in charge of conducting classroom observation to adopt suitable criteria to carry out their administration.

It is a commonly agreed-upon phenomenon that effective teaching helps not only teachers to improve their personal qualities but also enhance the image of the teaching institutions. A study (Goldhaber and Anthony, 2007) recommended pursuing teaching certification programs to acquire the best guidance and achieve teaching effectiveness. The researchers argue that teaching-certificates familiarize the teachers with effective teaching standards laid down by National Board for Professional Teaching Standards (NBPTS). The study found evidence that teachers who went through the certification programs showed more teaching effectiveness which was positively reflected in student learning outcomes.

Last, but not the least, teaching effectiveness is also measured to determine the employment of teachers in most institutions. Berk (2013) however regarded such an evaluation as inappropriate, rather, he suggested employment of more appropriate methods to measure

teachers' effectiveness and analyze such data judiciously so that no misinterpretations happened nor damage was caused in the pursuit of better teaching practices.

Categories Studied

The categories of teachers' characteristics generally associated with qualities of effective teaching are discussed below. In their study, Fox and Brookshire (1971) identified five categories namely: personal characteristics that includes friendliness, maturity, enthusiasm; secondly professional qualities like attitudes, knowledge, and preparation; third, is Interpersonal Relationships that includes being approachable, fair, and honest; fourth, are technical skills of teaching like methods, grading, and organizing; finally are the communication skills like rapport, relevancy, and openness. In Fox & Brookshire's (1971) study, the participants ranked professional qualities as the first category in the order of importance with 156 points followed by communication skills with 112 points. The other three categories like personal characteristics, interpersonal relationships and technical skills scored 110 points, 95 points and 78 points respectively.

Pettis' (1997) focused on language teaching, as cited in Shishavan and Sadeqhi (2009), is consistent with Fox & Brookshire who rank professional features as most important. His study also found out that in addition to being knowledgeable in language and skilful in teaching, the language teacher must continuously be dedicated to becoming a better professional. Barnes & Lock (2013), who set their categories a little differently, found Delivery to be the most important category. This included communication skill and various teaching methods followed by knowledge, rapport, organization and preparation and fairness in that order (Ahmed, Majid & Zin, 2016; Ali & Haseeb, 2019; Haseeb, Abidin, Hye, & Hartani, 2018; Haseeb., 2019; Suryanto, Haseeb, & Hartani, 2018).

In another study, Kourieos & Evripidou (2013) investigated the characteristics and teaching practices from Cypriot students' points of view to describe effective university language teachers. Their findings can be categorized into three categories. The first is learner centeredness which means that an effective teacher is the one who places importance on the students working on their learning under his/her supervision. This teacher plays no direct or authoritarian role, but acts as a guide and an assistant in students' learning. The second is attending to students' learning needs. This includes accepting individual differences, helping students deal with their language anxiety and designing a learning environment. The third is providing students with meaningful learning. In other words, learning should not follow the classical delivery of material in language forms to be learned. Rather, teachers should be able to create real life interactions while utilizing technology. However, Brown (2009) argued that



the adoption of a communicative approach to teaching of English is more effective than focusing on structure and grammar.

In a comparative study on Yemeni and Saudi college level students (Al-Maqtri & Thabet, 2013) a few most frequent qualities were identified by the participants. The top quality for Level 4 students was competence or qualification. Level one students, however, showed a different tendency since the top quality in their context was related to pedagogical skills, specifically the skill to explain a lesson and make it easy to understand. Teacher's personality features like honesty, fairness, impartiality and readiness to help came next in both levels and was common in both Yemeni and Saudi students. Al-Maqtri and Thabet (2013) also pointed out that there was no significant difference with regard to comparing male and female students. His study showed that females showed more tendency than males towards teachers who have better pronunciation.

The human aspect and the relationship between teacher and students are given very high importance while addressing teaching effectiveness. Frymier and Houser (2009) studied communication and interpersonal relationship between teachers and students. They found that interpersonal relations and immediacy behaviours had a positive effect on teaching and resulted in better learning outcomes.

In other studies, teaching method or delivery was considered of higher importance. For example, Shishavan and Sadeghi (2009) observed that students believe that the use of Persian in teaching English makes an English teacher more effective. From another perspective, teacher participant in this study leaned more towards teachers' mastery of the target language, using various teaching techniques as indicators of language teaching effectiveness. Thus the participants of the study gave more weight to the language teacher's personality features. Other studies (Atkins & Brown, 2002; Laurillard, 2013; Richards & Rodgers, 2014) have highlighted teaching methods and delivery as important factors constituting effective teaching. Laurillard (2013) believes that when new facts about learners' lives are revealed to the teacher, e.g. the impact of new technologies, these facts should be utilized by the teacher for effective teaching.

Research Methodology

Participants

The two hundred and forty-one participants of this study comprised 157 students (68 male and 89 female) and 84 faculty members (36 male and 48 female). The study was conducted at

Prince Sattam Bin Abdulaziz University during the second semester of the 2017-18 academic year. Table (1) and Table (2) below exhibit the descriptive statistics of the study participants.

Table 1: Descriptive statistics of the participants-I

		Gender		Total
		Male	Female	
	Student	68	89	157
	Faculty Member	36	48	84
		104	137	241

Student participants were mostly Saudi students pursuing the first year (preparatory year) of their undergraduate program. These students had opted to include English as a part of their course curriculum. The Faculty members, of various nationalities, are all teachers of English. The study was carried out at both male and female campuses.

Table 2: Descriptive statistics of the participants-II

	Students	Faculty Members	Total
Male	68	36	104
Female	89	48	137
	157	84	241

Instrument & Procedures

The study used a questionnaire to collect data from the sampled respondents. The questionnaire was divided into two main sections. The first dealt with demographic and academic information; the second contained questions divided into 4 sections/dimensions namely Professional Qualities, English Teaching Qualities, Personal Qualities, and Interpersonal Qualities. In order to test its accuracy and validity, the questionnaire was piloted in order to sort out any ambiguity in questions, confirm the appropriateness of items for each section, and check its length. After changes and modifications, the final questionnaire was presented in a Google form. The electronic link was shared with only students and faculty members of English at Prince Sattam bin Abdulaziz University. The questionnaire form was set in such a manner that it could be filled only once by a participant.

RESULTS AND FINDINGS

SPSS package was used to analyze the data. The findings were collected in the order of the research questions (RQs) proposed in the study.

The first RQ is related to identifying effective English-language teaching qualities as perceived by English teachers. Table 3 below shows that, in general, the perceptions of the English faculty members at Prince Sattam Bin Abdulaziz University are highly positive with $M= 4.08$ and $SD= 0.29$. Likewise, the results for each section show the most positive perceptions of the English faculty members for Personal Qualities with $M=4.36$. The highest means went to items No.34 “is eager and No 29 “is a good listener and takes students’ problems seriously” with $M= 4.68$, $M= 4.60$ and $M= 4.59$ respectively. Section 4 of Interpersonal Qualities came second with $M= 4.08$. The highest means went to items No. 35 “is understanding” with $M=4.53$, followed by item No. 38 “is approachable” with $M= 4.47$, and then item No. 36 “can easily create cooperation spirit among students” with $M= 4.46$. English Teaching Qualities, section 2, ($M= 4.02$) and section 1 Professional Qualities ($M= 3.99$) came third and fourth in order.

Table 3: Effective English-language teaching qualities as perceived by Faculty and students

Job		Professional Qualities	English Teaching Qualities	Personal Qualities	Interpersonal Qualities	General
Student	Mean	3.75	3.93	3.95	4.19	3.96
	Std. Deviation	0.51	0.45	0.62	0.47	0.41
Faculty Member	Mean	3.99	4.02	4.36	4.08	4.08
	Std. Deviation	0.42	0.31	0.49	0.38	0.29
Total	Mean	3.84	3.96	4.09	4.15	4.00
	Std. Deviation	0.49	0.41	0.61	0.44	0.38

RQ 2 relates to the perceptions of students learning English at Prince Sattam Bin Abdulaziz University about the effective English language teaching qualities. The findings (Table 3 above) are highly positive with $M= 3.96$ and $SD= 0.41$. At the level of sections, results show that the most positive perceptions of the students went to Interpersonal Qualities with $M=4.19$. The highest means went to items No. 35 “is understanding”, No.36 “can easily create cooperation spirit among students” and No. 38 “is approachable” with $M= 4.73$, $M= 4.57$ and $M= 4.54$ respectively. Personal Qualities, section 3, came second with $M= 3.95$. The highest means went to item No. 29 “is a good listener and takes students’ problems seriously” with $M=4.37$, followed by item No. 34 “is eager to improve his teaching practices” with $M= 4.34$, followed by item No. 31 “shows love of the profession” with $M= 4.21$. English

Teaching Qualities, section 2, (M= 3.93) and section 1 Professional Qualities (M= 3.75) came third and fourth respectively.

RQ 3 investigates whether the faculty members' and students' perceptions about effective English language teaching are statistically significant. Table 4 below shows a generally statistically significant difference is seen at $\alpha = (0.05)$ level between the faculty members' and students' perceptions about effective English language teaching. This can be ascribed to the Job variable in favour of faculty members. These differences are shown in each section e.g in section 1 Professional Qualities the sig=.000 is shown less than 0.05 and it in section 3 Personal Qualities, the sig=.000 is shown less than 0.05.

Table 4: Independent Samples Test showing the differences in the faculty members' and students' perceptions about effective English language teaching

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Professional Qualities	E.v.a.	2.243	.136	-3.732	38	.000	-.24240	.06495	.37035	-.11445
	E.v.n.a.			-3.944	98.282	.000	-.24240	.06147	.36361	-.12119
English Teaching Qualities	E.v.a.	5.293	.022	-1.581	39	.115	-.08674	.05487	.19483	02135
	E.v.n.a.			-1.752	21.647	.081	-.08674	.04950	.18428	01080
Personal Qualities	E.v.a.	2.780	.097	-5.334	39	.000	-.41789	.07834	.57221	-.26356
	E.v.n.a.			-5.724	05.836	.000	-.41789	.07301	.56182	-.27395
Interpersonal Qualities	E.v.a.	.106	.745	1.896	239	.059	.11250	.05933	.00438	22937
	E.v.n.a.			2.028	204.130	.044	.11250	.05547	00312	22187
General	E.v.a.	2.630	.106	-2.345	239	.020	-.11858	.05058	.21821	-.01895
	E.v.n.a.			-2.594	220.762	.010	-.11858	.04571	.20867	-.02849

Note. E.v.a= Equal variance assumed, E.v.n.a= Equal variance not assumed

RQ 4 investigates whether there are statistically significant differences between male and female participants' perceptions about effective qualities of English language teaching, Table 5 shows that perceptions of male and female participants are highly positive in general. The

male average was $M=4.01$ and $SD=0.30$ and the female average was $M=3.99$ and $SD= 0.43$. At the level of sections, the highest mean for the males was $M=4.16$ for Personal Qualities followed by Interpersonal Qualities with $M=4.12$. For the females, the highest mean went to Interpersonal qualities $M=4.17$ followed by Personal Qualities $M=4.04$.

Table 5: Descriptive data based on gender

Gender		N	Mean	Std. Deviation	Std. Error Mean
Professional Qualities	Male	104	3.84	0.49	0.05
	Female	136	3.84	0.50	0.04
English Teaching Qualities	Male	104	3.97	0.33	0.03
	Female	137	3.96	0.46	0.04
Personal Qualities.	Male	104	4.16	0.48	0.05
	Female	137	4.04	0.69	0.06
Interpersonal Qualities	Male	104	4.12	0.38	0.04
	Female	137	4.17	0.48	0.04
General	Male	104	4.01	0.30	0.03
	Female	137	3.99	0.43	0.04

Since there were differences between male and female participants as indicated above, an analysis was carried out to investigate whether these difference were statistically significant. Table 6 below shows that the sig value in all sections was higher than the $\alpha = (0.05)$ which means that the differences in perceptions about effective English language teaching qualities are not statistically significant as for the gender variable for all the participants in general.

Table 6: Differences according to Gender for all Participants (independent t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Professional Qualities	E.v.a.	.013	.909	-.002	238	.999	-.00011	.06432	-.12682	.12659	
	E.v.n.a.			-.002	224.728	.999	-.00011	.06408	-.12639	.12617	
English	E.v.a.	1.956	.163	.172	239	.864	.00911	.05306	-.09542	.11364	

Teaching Qualities	E.v.n.a.			.179	238.643	.858	.00911	.05088	-.09111	.10934
Personal Qualities	E.v.a.	12.524	.000	1.471	239	.143	.11678	.07937	-.03957	.27314
	E.v.n.a.			1.544	237.302	.124	.11678	.07566	-.03227	.26583
Interpersonal Qualities	E.v.a.	1.217	.271	-.896	239	.371	-.05147	.05741	-.16456	.06163
	E.v.n.a.			-.924	238.273	.357	-.05147	.05572	-.16123	.05829
General	E.v.a.	3.568	.060	.267	239	.790	.01312	.04921	-.08382	.11006
	E.v.n.a.			.279	237.709	.780	.01312	.04697	-.07941	.10565

Note. E.v.a.= Equal variance assumed, E.v.n.a.= Equal variance not assumed

RQ 5 investigates whether there are statistically significant differences between male and female students' perceptions about effective qualities of English language teaching. Table 7 below shows no statistically significant differences between male and female students with regard to their perceptions of effective English language teaching qualities.

Table 7: Differences according to Gender for Students (independent t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Professional Qualities	E.v.a	.065	.799	-.302	154	.763	-.02483	.08228	-.18737	.13770
	E.v.n.a			-.302	145.195	.763	-.02483	.08213	-.18715	.13748
English Teaching Qualities.	E.v.a.	3.701	.056	-.349	155	.727	-.02522	.07220	-.16784	.11740
	E.v.n.a.			-.369	151.212	.713	-.02522	.06832	-.16021	.10977
Personal Qualities	E.v.a.	14.143	.000	1.353	155	.178	.13505	.09984	-.06217	.33227
	E.v.n.a.			1.435	149.708	.153	.13505	.09413	-.05095	.32105
Interpersonal Qualities	E.v.a.	2.207	.139	-1.154	155	.250	-.08716	.07551	-.23633	.06201
	E.v.n.a.			-1.213	153.147	.227	-.08716	.07188	-.22916	.05484
General	E.v.a.	6.152	.014	-.200	155	.842	-.01326	.06646	-.14456	.11803
	E.v.n.a.			-.213	146.167	.832	-.01326	.06223	-.13626	.10973

Note. E.v.a= Equal variance assumed, E.v.n.a= Equal variance not assumed

RQ 6, investigates whether there are statistically significant differences between male and female faculty members' perceptions about effective qualities of English language teaching. Table 8 below shows there are no statistically significant differences between male and female students with regards to their perceptions of effective English language teaching qualities.

Table 8: Differences according to Gender for Faculty Members (independent t-test)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Professional Qualities	E.v.a.	.829	.365	.542	82	.589	.05069	.09352	-.13534	.23673
	E.v.n.a.			.553	80.206	.582	.05069	.09163	-.13164	.23303
English Teaching Qualities	E.v.a.	.068	.795	1.076	82	.285	.07450	.06927	-.06329	.21229
	E.v.n.a.			1.077	76.015	.285	.07450	.06915	-.06322	.21221
Personal Qualities	E.v.a.	1.922	.169	.808	82	.422	.08762	.10847	-.12818	.30341
	E.v.n.a.			.832	81.402	.408	.08762	.10534	-.12197	.29720
Interpersonal Qualities	E.v.a.	1.217	.273	.169	82	.866	.01405	.08317	-.15140	.17951
	E.v.n.a.			.164	65.424	.870	.01405	.08586	-.15740	.18550
General	E.v.a.	.074	.786	.996	82	.322	.06399	.06427	-.06387	.19185
	E.v.n.a.			.985	72.477	.328	.06399	.06494	-.06546	.19344

Note. E.v.a= Equal variance assumed, E.v.n.a= Equal variance not assumed

RQ 7 investigates whether there are statistically significant differences among faculty members in their perceptions about effective qualities of English language teaching according to experience, Table 9 below shows the statistical analysis on the experience variable and the finding that it was not statistically significant.

Table 9: Differences according to Experience for Faculty Members (independent t-test)

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Professional Qualities	Between Groups	.546	4	.137	.757	.557
	Within Groups	13.901	77	.181		
	Total	14.447	81			
English Teaching Qualities	Between Groups	.135	4	.034	.339	.851
	Within Groups	7.660	77	.099		
	Total	7.795	81			
Personal Qualities	Between Groups	.710	4	.177	.802	.527
	Within Groups	17.027	77	.221		
	Total	17.737	81			
Interpersonal Qualities	Between Groups	.077	4	.019	.130	.971
	Within Groups	11.344	77	.147		
	Total	11.421	81			
General	Between Groups	.079	4	.020	.224	.924
	Within Groups	6.773	77	.088		
	Total	6.851	81			

RQ 8 investigates the ranking order of study sections, professional, English teaching, personal, and interpersonal qualities according to their importance. Table 10 below shows that personal qualities are the most effective teaching quality for faculty members. Interpersonal, English teaching and Professional qualities followed respectively in that order.

Table 10: Faculty Members' order of the most effective teaching qualities

Section	Teachers' Ranking
Personal Qualities	4.4
Interpersonal Qualities	4.1
English Teaching Qualities	4.0
Professional Qualities	4.0

As for students, Table 11 below shows that they valued interpersonal qualities as the most effective English teaching qualities. This was followed by personal, English teaching and professional qualities in that order.

Table 11: Students' order of the most effective teaching qualities

Section	Teachers' Ranking
Interpersonal Qualities	4.2
Personal Qualities	3.9
English Teaching Qualities	3.9
Professional Qualities	3.8

Discussion

From the outset, it is of note that results of this study are different from those of previous studies for both teachers and students. For instance, Fox & Brookshire (1971) placed more importance on professional qualities. Al-Maqtri and Thabet (2013) found that students at first level in college placed more importance on personal and interpersonal features while those of the last level put more importance on professional features and high competency of teachers. This finding is partially in line with the results of the current study which can be explained by the fact that in both studies the first level students have just begun to experience their university life and new educational and learning environment. In such an environment, it makes sense to have a need for teachers to demonstrate these personal and interpersonal traits in order to help them adapt and work their way through their studies. Similarly, Helterbran's (2008) study is also in line with the current study as in both studies, professional qualities are less significant than personal and interpersonal qualities. Similarly, Wubbels, Levy, & Brekelmans (1997), as cited in Stronge et.al (2004), point out that interpersonal skills are the basis for creating a better learning environment in a classroom.

A review of previous studies has shown significant differences in teachers' and students' perceptions of the kind of qualifications needed for effective teaching. It was asserted that this could be due to the fact that the word "effective" had different meanings in each context, as has been the case in the current research. The qualification of teachers was found to be at the bottom in priority and importance by both teachers and students. This finding is consistent with that of Muijis and Reynolds (2001). However, in Koc's (2013) study, qualification was found to be of a top priority and high importance. In this study too, the results of RQ 3, in addition to RQ 1 and RQ 2, add to the fact that teachers' and students' beliefs were of high importance. These findings suggest that both teachers and students need to plan class and

teaching work in advance. The results of RQ4, RQ5, and RQ6, present statistically differences in gender i.e. between male and female participants in general; male and female students; and finally male and female faculty members. The results showed no statistically significant differences in all three questions. This confirms the findings of previous studies (Al-Maqtri & Thabet, 2013; Al-Mohaimeed & Khan, 2014), that there are no statistically significant differences between male and female participants with regard to their perceptions of effective teaching qualities.

The findings in earlier research studies, like that of Erdle, Murray, and Rushton (1985), which were later confirmed in Freeman (1994) (as cited in Lavin, Korte & Davies 2012), have also been consistent about there being no statistically significant differences ascribed to gender. It is important to point out here that Lavin et.al (2012) whose study focussed on gender and students' perceptions of teaching effectiveness, investigated an extended list of 35 traits and found no statistically significant differences in the traits that are also addressed in the current study e.g. professionalism, caring attitude, respect, accessibility, and fairness. Yet, they found statistical differences in other traits like sense of humour, relaxed demeanour, clear presentation and a few others. Ultimately, one can conclude that beliefs with regard to effective teaching can be affected by the field students belong to, or the level of study and what educational context in general they are being tested in.

The number of years spent in teaching showed no statistically significant difference with regard to perceptions about effective teaching qualities in the current study. In fact, similar results were found in studies that tried to investigate whether experienced teachers would prove to be more effective based on years of experience. Marsh (2007) conducted an extensive study (on about 195 teachers who were evaluated over a period of 13 years with about 6,024 classes i.e. 30.9 classes per teacher). Results showed very little evidence of the effect of years of experience on teachers to validate their teaching effectiveness. However, other studies (Clotfelter, Ladd, & Vigdor, 2007; Guskey, 2002) found a significant effect of teachers' qualifications and teacher-development program on teachers' effectiveness measured by their students' achievement.

The results of the current study are also different from those of Koc's (2013) who found out that students value teaching skills and qualifications more than personal qualities. In Fox & Brookshire (1971), professional qualities are ranked first and personal qualities come second to last before technical skills. Professional qualities are also highly valued by participants in Pettis (1997). However, as pointed out earlier, the Preparatory Year students in the current study as well as at Al-Maqtri & Thabet's (2013), participants from the first year ranked



personal and interpersonal features as most important. Similar results are found in Shishavan and Sadeghi (2009).

Implications and Limitations

The findings of this research have high implications for the academic institutions, individual teachers and students in Saudi Arabia. This study overviews English teachers' and students' beliefs with regard to what is believed to be the best English teaching qualities and practices. This study would also prove a great contribution to the domain of English language teaching and learning. Further, it would help the designers of English-teacher training programs to include a road map of best practices in English learning/teaching. Lastly, this study sheds light on the university students' educational beliefs engaging them as partners in the educational process.

The study had a few limitations as it lacked the opportunity to conduct a larger scale study in order to cover multiple Saudi universities. This study also lacked the opportunity to compare the beliefs of English language learners from various countries. Finally, the study was limited in that it could not compare native vs non-native-speaker teachers of English.

Recommendations

This study has highlighted the need to improve teaching practices for which research should be carried out on regular basis. The authors of this study recommend similar research for every class and level, and in every institution to make such investigations a part of teaching practices. An English language teacher would thus be able to commence each semester strongly with greater confidence. The same teacher would also move forward with a common understanding about the best practices in accordance with teachers' experiences & knowledge; and according to the beliefs and needs of students. It is also felt that teachers' qualification or efficiency is not enough. There is a need to understand students' perceptions of language learning and consider those perceptions as a valuable springboard to prepare lesson plans, teaching strategies, build raw material and like. To action this, language teachers should look into their students' language needs and their perceptions of how these can be satisfied and met.

As was also suggested by Brown (2009), Horwitz (1988), Kern (1995) and Schulz (1996), this study also recommends that foreign language teachers and students should seek shared grounds of understanding in order to rationalize the selection of using certain strategies in teaching English. As in Kourieos & Evripidou's (2013) research, this study also recommends



communication between the English teachers and their students from the beginning of a course or program. This will enable them to develop a common understanding and agreement about best practices. Future studies may be carried out on other variables such as learners' social background in general and in contrast to language-learning specifically and the impact on students' acceptance or rejection of qualities of effective language teachers.

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