

# The Characteristics of Effective English Teachers As Perceived by High School Teachers and Students in Korea

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This study investigated the characteristics of effective English teachers as perceived by 169 teachers and 339 students in high school in Korea, with a self-report questionnaire consisting of three categories: English proficiency, pedagogical knowledge, and socio-affective skills. Overall, the teachers perceived significantly different characteristics than the students in all three categories with the teachers ranking English proficiency the highest in contrast to the students who ranked pedagogical knowledge the highest. The student subgroups also held different perceptions of effective teaching. High achieving students reported different characteristics than low achieving students in pedagogical knowledge and socio-affective skills, whereas the male students demonstrated different characteristics from the female students in socio-affective skills. The findings have implications for knowledge-based teacher education for current and prospective English teachers.

Key words: Characteristics of Effective English (Second/Foreign Language) Teachers

## Introduction

A number of researchers have identified the characteristics of effective teachers both inside (Bernhardt & Hammadou, 1987; Lafayette, 1993; Mollica & Nuessel, 1996; Freeman & Johnson, 1998; Schulz, 2000; Vélez-Rendón, 2002) and outside (Demmon-Berger, 1986; Lowman, 1996; Witcher et al., 2001; Koutsoulis, 2003) the domain of foreign language education. These characteristics consist of several underlying constructs including subject matter knowledge, pedagogical

knowledge, and socio-affective skills.

Some characteristics of effective teachers are universal, but others are domain-specific. Different groups such as teachers and students (Brosh, 1996; Lang et al., 1993), males and females (Witcher et al., 2001; Minor et al., 2002), good students and weaker students (Koutsoulis, 2003), and students with different majors (Check, 1986) held different views on what characterizes effective teachers. These studies, with the exception of Brosh's, were conducted outside the domain of foreign language education. Considering the uniqueness of foreign language education in terms of subject matter knowledge, pedagogical knowledge, and socio-affective skills, the characteristics of effective foreign language teachers (EFLT) need to be investigated in-depth rather than merely applying what has been found in general education to foreign language education.

Investigating the characteristics of EFLT as perceived by teachers and students is beneficial to teachers and students as well as researchers. For teachers, they can check the appropriateness of theirs and their colleagues' beliefs regarding foreign language teaching and learning based on

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current research. In addition, teachers can understand what their students expect from them and develop their pedagogical techniques through reflection on teaching, which will in turn enhance the complex process of teaching and learning. For students, they can understand their teachers' beliefs and change their erroneous beliefs about foreign language teaching and learning. This study seeks to promote the research into effective teacher characteristics in Korea and it is hoped that it will encourage researchers to explore new research avenues.

The purposes of this study were to delineate the characteristics of effective English teachers (EET) in terms of subject matter knowledge, pedagogical knowledge, and socio-affective skills, to compare the characteristics of EET perceived by different parties of teachers and students, and to stimulate further discussion of the topic both in and outside of Korea. For these purposes, the following four research questions were addressed to guide this study:

1. What are the characteristics of EET as perceived by English teachers and students in Korea?
2. Are the characteristics of EET as perceived by the English teachers different from those perceived by the students?
3. Are the characteristics of EET as perceived by high achieving students different from those perceived by low achieving students?
4. Are the characteristics of EET perceived by male students different from those perceived by female students?

## Background

### *The Characteristics of Effective Teachers*

Many studies have investigated the characteristics of effective teachers which most strongly influence students' learning and achievement (Demmon-Berger, 1986; Koutsoulis, 2003; Lang et al., 1993; Lowman, 1995; Witcher et al., 2001). These studies asked students to identify effective teacher characteristics by means of self-report questionnaires or interviews.

Lang et al. (1993) developed a list of 32 characteristics of effective teachers through interviews with college teachers, and asked 167 participants (administrators, chairpersons, college teachers, and students) to identify and rank three characteristics considered important to teaching. They found that the teachers rated 16 characteristics significantly different from the students and that the overall difference was

significant. The mean ratings for three characteristics including being knowledgeable of world events and knowing students and teaching them in ways which they learn best were higher for student respondents, whereas the remaining 13 characteristics including knowing the subject well and encouraging students to learn independently received higher mean ratings from teacher respondents.

The American Association of School Administrators (AASA) reported 15 characteristics of effective teachers in two categories: management and instructional techniques and personal characteristics (Demmon-Berger, 1986). These characteristics were found among the teachers who tended to be good managers, use systematic instruction techniques, have high expectations of students and themselves, believe in their own efficacy, vary teaching strategies, handle discipline through prevention, are caring, are demographic in their approach, are task oriented, are concerned with perceptual meanings rather than with facts and events, are comfortable interacting with others, have a strong grasp of subject matter, are accessible to students outside of class, tailor teaching to student needs, are flexible and imaginative.

In a similar vein, Lowman (1995) found that exemplary teachers excelled in one of the two dimensions: the ability to generate intellectual excitement and interpersonal rapport in students. To confirm this study, Lowman (1996) further investigated 500 teaching awards nomination letters from the students at the University of North Carolina, Chapel Hill, and found 39 descriptors of effective teacher characteristics. Even though all but six of the 39 descriptors fit into the two-dimensional model of effective teachers, Lowman argued that the data fit better when two more dimensions of motivation and commitment were added to the two-dimensional model. The four dimensions found in order of weight were intellectual excitement (16 items), interpersonal concern (10 items), effective motivation (7 items), commitment to teaching (2 items), and others (4 items).

In order to better understand the characteristics of effective teachers, efforts were made to find constructs in a long list of effective characteristics. Witcher et al. (2001) examined pre-service teachers' perceptions about the characteristics of effective teachers by asking the participants to identify, rank, and define three to six characteristics that excellent teachers possessed. They found a total of 125 characteristics which were classified into the following six categories in order of endorsement rate: student-centeredness (79.5%), enthusiasm for teaching (40.2%), ethicalness (38.8%), classroom and behavior management (33.3%), teaching methodology (32.4%), and knowledge of subject

(31.5%). Among the demographic variables, gender made the strongest contribution to the participants' responses with females endorsing learner-centeredness and males endorsing classroom and behavior management.

More recently, Koutsoulis (2003) identified 94 characteristics of effective teachers by 25 high school students in Cyprus. Koutsoulis found that the 94 characteristics could be classified into three categories: human characteristics such as the ability to show understanding and teacher friendliness; communication characteristics such as the ability to communicate with students and to handle teacher-student relations; and teaching and production characteristics such as making lessons interesting and motivating and teacher's subject matter knowledge. Another finding of this study was that students at different achievement levels understood teacher effectiveness differently. The low achieving students endorsed more human and communication characteristics than the high achieving students, whereas the high achievement students acknowledged more teaching and production characteristics than their counterparts did.

In sum, the studies on effective teaching summarized above revealed that some of the characteristics of effective teachers were universal, that other characteristics were group dependent, and that numerous effective characteristics could be classified into a few categories including subject matter knowledge, pedagogical knowledge, and socio-affective skills, with different endorsement rates according to groups such as teachers and students, male and female students, and high achieving and low achieving students.

### ***Characteristics of Effective Foreign Language Teachers (EFLT)***

Compared with many studies done on the characteristics of effective teachers in general education, there is a dearth of studies on the characteristics of EFLT (Brosh, 1996; Molica & Nuessel, 1997). This is deplorable because foreign language education lags far behind general education in effective teacher and teacher education, and because foreign language education, to date, has been undertaken with more intuitive than scientific approaches.

Brosh (1996) identified the characteristics of EFLT as perceived by high school teachers and students in Israel with interviews and a questionnaire consisting of 20 items of teacher characteristics. Both groups attributed the highest importance to items regarding commanding the target language and teaching comprehensibly, whereas neither the teachers nor the students endorsed items regarding positive

attitudes toward native speakers and teaching in the target language. In addition, the teachers gave more weight than students to items related to developing motivation and research orientation, whereas the students gave more weight than teachers to items related to treating students fairly and making lessons interesting.

To identify the characteristics of a good language teacher, Molica and Nuessel (1997) studied good language learner behaviors in the hope that knowledge of good language learner traits can help the good language teacher create a classroom environment that will facilitate second language learning (Rubin, 1975). They outlined the traits of good language teachers as follows: Professional training such as professional meetings and instructional techniques; language proficiency such as four skills and cultural comprehension; instructional materials such as visual and audio materials; evaluation such as assessment of students and professional testing; and classroom environment such as reduction of second language anxiety and maintenance of classroom discipline.

In the studies of foreign language teacher education, researchers have discussed effective teacher characteristics because the goal of teacher education is to produce quality teachers (Bernhardt & Hammadou, 1987; Freeman & Johnson, 1998; Vélez-Rendón, 2002). The discussion has been centered on a teacher's knowledge base in terms of subject matter knowledge and pedagogical knowledge. Vélez-Rendón (2002) defined subject matter knowledge as what teachers know about what they teach and pedagogical knowledge as what teachers know about teaching their subjects. Put another way, subject matter knowledge in foreign language education refers to the target language proficiency in many cases, whereas pedagogical knowledge alludes to second/foreign language acquisition theories, teaching methods, and testing.

Indeed, foreign language proficiency has been considered a crucial variable important to foreign language teaching (Buchmann, 1984; Lafayette, 1993; Schulz, 2000). Buchmann (1984) argued that teachers' command of a foreign language made it possible to use the target language in class, personalize lessons according to students' backgrounds, and facilitate effective lesson planning. More specifically, Lafayette (1993) speculated that the recommended level of teachers' foreign language proficiency ought to be the advanced level as determined by the ACTFL proficiency guidelines. Deploring foreign language teacher education based more on opinions than research, Schulz (2000) indicated that the adequate linguistic proficiency required for effective foreign language teaching should be determined

imminently.

Foreign language proficiency cannot be transmitted to learners when teachers are not equipped with germane pedagogical knowledge (Shulman, 1986; Vélez-Rendón, 2002). Shulman (1986) argued that pedagogical knowledge included ideas, concepts, analogies, explanations, and demonstrations used to make the subject matter comprehensible to students. Shulman's argument implies that foreign language learning theories and teaching methods are crucial domains of foreign language education. These theories and methods should be studied in-depth and at the core of foreign language education programs for prospective and in-service teachers. Otherwise, the scholars in related fields with subject matter knowledge and/or wisdom of practice will ask for the “pie” of foreign language education.

As was discussed in the general teacher education and in the studies by Brosh (1996) and Molica and Nuessel (1997), socio-affective skills are a crucial trait defining effective teacher characteristics. Indeed, the importance of these skills has been recognized in many areas in foreign language education such as research in foreign language acquisition theories (Krashen, 1985; Long, 1996), motivation (Dörnyei, 1998), and learning strategies (Oxford, 1990), to name a few. Thus, even though socio-affective skills overlap with pedagogical knowledge in a broad sense, these skills are worth being discussed as an independent category rather than discussed under the category of pedagogical knowledge.

In sum, the characteristics of EFLT consist of three different categories of knowledge: subject matter knowledge, pedagogical knowledge, and socio-affective skills. These findings imply that the English teachers in Korea who demonstrate these dimensions of knowledge will be more effective than those who don't. More specifically, Figure 1 illustrates the interdependent nature of the characteristics of EFLT. The authors mean by interdependent that effective teaching requires all the three categories of knowledge.

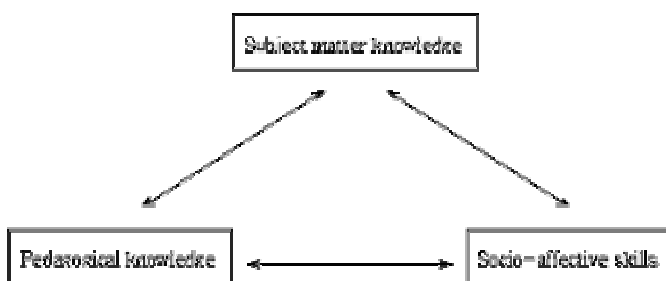


Figure 1. The Characteristics of EFLT

## Procedure

### *Participants*

The participants constituted two different groups. The first group consisted of 169 high school teachers teaching English in the port city of Busan. The English teachers were 87 males and 82 females. They held a BA (103), MA (58), or Ph.D (8), with a major in English education (86), English literature (55), English linguistics (19), or others (9). Specific care was taken to control the teachers' age so as to maintain consistent samples, with the ages over 50 (32), 46-50 (34), 41-45 (31), 36-40 (29), 30-35 (19), and under 30 (24). With respect to the experience of studying abroad, 77 teachers reported study experiences in English speaking countries, with 39 teachers for less than six months and 38 teachers for more than six months. The teachers taught about 17 hours a week in the regular classes and about seven hours in the supplementary classes, with an average class size of 35 students.

The second group consisted of 339 high school freshmen learning English in the same city of Busan. The students were 173 males and 166 females, with an average age of 16. They were also divided into a high achievement group (116) and a low achievement group (121), based on a mock test used to measure students' achievement levels. With regard to English classes in school, they studied 4.8 hours a week in regular classes and 1.8 hour a week in supplementary classes. More than half of the students were studying English outside of school at private institutes (159) or through private tutoring (32) to improve their English proficiency.

### *Development of the Questionnaire*

The characteristics of effective teachers as perceived by high school English teachers and students in Korea were measured by a questionnaire developed by the authors. For the sake of reliability and validity, the development of the questionnaire underwent the following three stages as per the recommendation of Devellis (1991): generating an item pool under three categories, reviewing the items by experts, and selecting the final items.

In the first stage, the authors generated a total of 35 items contributing to effective English teachers based on previous studies and teaching experiences. Then, the authors revised the items into 24 under three different categories: English proficiency (8 items), pedagogical knowledge (8 items), and socio-affective skills (8 items).

In the second stage, the draft of the questionnaire was reviewed by eight experts including three high school teachers and five professors specialized in TESL in the following order. First, four experts were asked to add or drop items in the questionnaire and to check translation from English into Korean. Second, two experts were asked to rate the relevance of each item to each category by answering high, moderate, or low relevance. Third, the last two experts were asked to associate each item to one of the three categories.

In the third stage, several items were added and dropped as per the recommendation of the experts, producing a total of 27 items for the pilot study. The purposes of the pilot study were to investigate the clarity of the items, to check administering time of the questionnaire, and to add and drop items based on the open-ended question. The authors administered the Korean version of the questionnaire to two high school English teachers (1 male and 1 female) and 70 high school freshmen (34 males and 36 females) in Busan. It took about 20 minutes to administer the questionnaire to the students in the pilot study. After reviewing the responses by teachers and students, the authors decided to retain the 27 items with minor revisions to improve the clarity of several items.

The final version of the questionnaire consisted of 27 items in three categories: English proficiency (8 items), pedagogical knowledge (10 items), and socio-affective skills (9 items). The questionnaire asked the students to read the items in each category and to select 5 items in the category in order of importance. They were also asked to select the categories in order of importance, say, English proficiency, pedagogical knowledge, and socio-affective skills.

In addition to the questionnaire about effective English teachers, the authors also used background questionnaires about teachers and students in order to gather demographic information about them. The background questionnaire about the teachers included such items as age, gender, degree and major, teaching hours, class size, and study experiences abroad. The background questionnaire about the students included such questions as age, gender, and class hours learning English in and outside school.

### ***Data Collection and Analysis***

In terms of the data on English teachers, the authors individually contacted 12 teachers (the first group) teaching in different schools in Busan and asked their cooperation with the collection of the data. After administering the questionnaires to the first group of teachers, the authors

distributed 15 questionnaires to each of them, asking them to contact 6-12 other English teachers (the second group) and to administer the questionnaires to the second group of teachers. Specific care was taken to collect the data about English teachers with similar numbers in the six cells in age and two cells in gender, as described in the "participants" above. Thus, the first group of teachers was advised to contact the second group of teachers according to their age and gender to fit the cells.

For the data regarding the students, the second author collected the data in class with the cooperation of the English teachers who were in charge of the classes. The students were attending two high schools in 10 classes. The author explained briefly the nature of this study to the students and asked their cooperation by responding to the questionnaires sincerely and honestly. The students were assured that their responses to the questionnaires would be kept confidential and not be used for other purposes. After assuring their cooperation, the author explained how to answer the questionnaires which had no correct or incorrect answers. The students were encouraged to ask questions if the meaning of the items were not clear to them and they were informed that they could respond to the questionnaires, taking as much time as they wanted to. It took about 20 minutes to administer the questionnaires. The Korean versions of the questionnaires were used for both English teachers and students to minimize any possible bias resulting from their comprehension of English and to meaningfully compare the effective teacher characteristics perceived by the two groups.

The characteristics of effective teachers as perceived by different groups were compared on categorical levels as well as on item levels. In the item level analysis, we computed mean scores for each item in each category by assigning five to zero points because the participants were asked to choose five items in each category in order of importance. For instance, the item selected as the highest in importance was assigned five points, whereas the non-selected items were assigned zero points. Then, MANOVA was performed for possible group differences, for example, teachers and students, on the item level. Likewise, in the categorical level analysis, the authors computed mean scores for each category by assigning three to one points because the participants were asked to choose three categories in order of importance. Please note that all the categories were selected because there were only three categories in the questionnaire. MANOVA was then performed again for possible group differences on the categorical level.

## Findings

The findings of this study were described with the focus on group comparisons of effective teacher characteristics contributing to students' learning between and within the three categories: English proficiency, pedagogical knowledge, and socio-affective skills. It is worth mentioning that any conclusions made in these findings should be interpreted with caution because the data were collected at one point in time in Korea.

### *Between Categories*

For the analyses between categories, the mean scores for the three categories were computed to find the relative importance of the categories, as seen in Table 1. Interestingly, the teachers endorsed English proficiency, pedagogical knowledge, and socio-affective skills in order of importance, whereas the students endorsed pedagogical knowledge, English proficiency, and socio-affective skills. Table 2 further shows that the endorsement level between the teachers and the students was significantly different from each other,

The finding that teachers and students held different beliefs about effective teaching is supported by previous studies (Brosh, 1996; Lang et al., 1993). The teachers' higher endorsement of English proficiency over pedagogical knowledge might be due to their beliefs that good English

proficiency made it possible to conduct their lessons confidently without inhibitions and insecurity. Similarly, Buchmann (1984) argued that a sound command of foreign languages gave teachers the linguistic freedom necessary to personalize lessons according to students' proficiency levels and learning styles. Contrary to the teachers, the students attached more importance to pedagogical knowledge than English proficiency. The students' high attachment to pedagogical knowledge might be because they wanted their teachers to transmit their subject matter knowledge effectively, as was found elsewhere (Dittrich et al., 2000). Another reason for the students' low attachment to English proficiency might be that the students took teachers' high level of English proficiency for granted. Interestingly, the teachers and the students in this study gave the lowest weight to socio-affective skills, disputing previous studies in general teacher education that these skills were considered more important than subject matter knowledge and teaching methodology (Minor et al., 2002; Witcher et al., 2001). This finding provides evidence that the application of what has been found about effective teaching in the domain of general education to the domain of L2 acquisition should be undertaken with caution.

In general, the endorsement order reported by the total students was the same as the order reported by the male and female students and the high and low achievement students. Nevertheless it is important to note that the significant mean difference was found between the high achieving students and

Table 1. *Mean Scores for the Three Categories*

Categories	Teachers M/SD	Students M/SD	Male Students M/SD	Female Students M/SD	HAS M/SD	LAS M/SD
English Proficiency	2.41/.70	1.87/.72	1.81/.73	1.93/.71	2.01/.72	1.78/.66
Pedagogical Knowledge	2.18/.67	2.44/.72	2.43/.68	2.46/.75	2.45/.73	2.52/.68
Socio-Affective Skills	1.41/.72	1.69/.81	1.76/.85	1.61/.76	1.54/.75	1.70/.83

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

Table 2. MANOVA: *Group Differences in the Three Categories*

Groups	Wilks' Lamda	F	Hypothesis df	Error df
Teachers and Students	.89	32.95**	2	505
Male Students and Female Students	.99	1.80	2	336
HAS and LAS	.97	3.33*	2	234

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

the low achieving students, as seen in Table 2. This finding implies that effective teachers should be aware of their students' achievement levels.

**Within Category: English Proficiency**

The mean scores for the items in English proficiency were computed to investigate the relative importance of the items perceived by each group, as seen in Table 3. In the comparison between the teachers and the students, both groups responded to reading and speaking proficiency most highly out of the eight items. This result might be due to the importance of communicative ability set by the curricular goals of high school English education in Korea and the English part of the Korea College Scholastic Aptitude Test (KSAT) in which listening and reading comprehension consisted of 17 and 33 items, respectively. The largest difference between the two groups was found in listening and grammatical proficiency where the teachers endorsed the

ability to understand and the students endorsed grammatical knowledge. The teachers' high endorsement of the ability to understand was expected because it was important to get a high score on the English part of the KSAT, as mentioned above. However, the students' endorsement of grammatical proficiency was surprising because it was one of the least emphasized areas of proficiency in teaching and in the KSAT. The reason for this perception might be due to the students' English learning experiences and ill-founded beliefs about language learning (Horwitz, 1988). Overall, the effective teacher characteristics of English proficiency perceived by the teachers and the students were significantly different from each other, as seen in Table 4 (Brosh, 1996).

In the comparisons between students, both the male students and the low achieving students gave reading and grammatical proficiency the highest rankings, whereas both the female students and the high achieving students gave speaking and reading proficiency the highest rankings. The females differed largely from the males in pronunciation

Table 3. Mean Scores for the Items in English Proficiency As Perceived by Each Group

Items	Teachers M/SD	Students M/SD	Male Students M/SD	Female Students M/SD	HAS M/SD	LAS M/SD
An effective English teacher is someone who should:						
1	understand spoken English well.					
	3.56/1.69	2.03/1.43	2.02/1.44	2.03/1.42	2.07/1.8	2.02/1.43
2	know English culture well.					
	2.99/1.92	2.84/2.03	2.94/2.08	2.73/1.98	2.72/1.93	2.88/2.02
3	read English well.					
	4.05/1.66	3.44/1.80	3.62/1.77	3.25/1.82	3.39/1.87	3.37/1.81
4	have a high level of proficiency with English vocabulary.					
	1.68/1.33	2.51/1.65	2.63/1.65	2.38/1.64	2.36/1.57	2.55/1.73
5	write English well.					
	1.98/1.46	2.66/1.69	2.66/1.69	2.66/1.69	2.43/1.63	2.71/1.63
6	pronounce English well.					
	2.60/1.74	2.92/1.86	2.69/1.90	3.16/1.78	3.18/1.85	3.03/1.93
7	speak English well.					
	3.95/1.68	3.36/1.90	3.15/1.81	3.58/1.97	3.72/1.91	3.11/1.87
8	Be fully conversant with English grammar.					
	2.20/1.47	3.19/1.83	3.21/1.84	3.18/1.83	3.02/1.78	3.32/1.85

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

which was considered more important by the females, and the high achieving students differed largely from the low achieving students in speaking proficiency which was considered more important by the high achieving students.

Apart from these differences between the male and female students and between the high and low achieving students, however, Table 4 shows that the overall differences between the students did not reach a significant level.

Table 4. *MANOVA: Group Differences in English Proficiency*

Groups	Wilks' Lamda	F	Hypothesis df	Error df
Teachers and Students	.73	23.17**	8	499
Male Students and Female Students	.96	1.53	8	330
HAS and LAS	.94	1.70	8	228

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

Table 5. *Mean Scores for the Items in Pedagogical Knowledge As Perceived by Each Group*

Items	Teachers M/SD	Students M/SD	Male Students M/SD	Female Students M/SD	HAS M/SD	LAS M/SD
An effective English teacher is someone who should:						
1	prepare the lesson well.					
	4.91/1.59	3.39/1.88	3.37/1.86	3.41/1.90	3.70/1.88	2.96/1.86
2	teach how to learn English outside the classroom (ex. watching the EBS programs)					
	1.71/1.28	1.94/1.43	1.76/1.32	2.13/1.52	1.9/1.34	1.98/1.49
3	use various materials including video, audio, and multimedia.					
	1.67/1.11	1.63/1.17	1.69/1.21	1.55/1.12	1.57/1.11	1.61/1.09
4	teach English tailored to students' English proficiency levels.					
	2.88/1.76	3.54/1.83	3.54/1.83	3.53/1.83	3.27/1.81	3.84/1.84
5	maintain good classroom atmosphere using authority, if necessary.					
	1.44/1.14	1.74/1.33	1.83/1.34	1.64/1.32	1.87/1.43	1.58/1.26
6	teach English in English.					
	1.79/1.45	1.48/1.21	1.46/1.19	1.51/1.23	1.77/1.50	1.38/1.07
7	assess what students have learned rationally.					
	1.67/1.09	1.47/1.02	1.51/1.07	1.3/1.96	1.64/1.18	1.32/1.80
8	teach English incorporating student's various learning styles (ex. intravertive and extravertive learning styles).					
	1.76/1.30	2.28/1.61	2.34/1.68	2.23/1.55	1.93/1.48	2.57/1.70
9	provide opportunities to use English through meaningful activities.					
	3.06/1.55	3.03/1.73	2.84/1.70	3.22/1.73	3.02/1.88	3.12/1.62
10	provide activities that arouse student's interest in learning English.					
	4.11/1.56	4.50/1.58	4.65/1.49	4.34/1.67	4.29/1.67	4.64/1.43

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)



**Within Category: Pedagogical Knowledge**

Table 5 shows the mean scores for the 10 effective teacher characteristics in the category of pedagogical knowledge reported by each group, followed by significance tests in Table 6. The teachers perceived preparing the lesson well and providing interesting activities as the most important characteristics, whereas the students perceived providing interesting activities and teaching tailored to students' proficiency levels as the most important characteristics. The importance of interesting activities perceived by both the teachers and the students confirmed previous findings in which exemplary college teachers had the ability to generate intellectual excitement in students through various ways (Lowman, 1996). Brosh (1996) also argued that interesting activities aroused students' attention and motivation which, in turn, led to students' learning. Students' endorsement to tailored input has been recognized in the domains of effective teacher characteristics and L2 acquisition (Demmon-Berger, 1986; Krashen, 1985). The largest differences between the teachers and the students were found in preparing the lesson well in favor of the teachers and teaching tailored to students' proficiency levels and learning styles in favor of the students, leading to overall significant differences between the two groups. The students' endorsement of incorporating different learning styles suggests that teaching should be conducted in a more learner-centered way by reflecting on and changing practices according to various learners. It should be noted that learner-centered principles are a broad concept covering cognitive and metacognitive factors, affective factors, social factors, and individual differences factors (Horwitz et al., 1997; McCombs, 2001). Teaching English in English has become a mantra in the profession of English education in Korea to help students improve communicative ability. Nevertheless, this characteristic was perceived as less important by both the teachers and the students, supporting Brosh's study (1996). The underlying reasons for this result might be due to the absence of an oral proficiency test in the KSAT for the students and a lack of fluency on the part of the

teachers.

In the comparison between the male students and the female students, both groups reported providing interesting activities and teaching tailored to students' proficiency levels as the most important teacher characteristics. Even though the overall difference between the groups was not significant, the largest difference was found in teaching how to learn English outside the classroom for the females. It was surprising to find that this item was perceived as less important by all the groups. However, considering the daunting task of learning a second language, specifically after the critical period with limited classroom hours across academic levels, both the teachers and the students should reevaluate the importance of teaching how to learn English outside the classroom (O'Malley & Chamot, 1990; Oxford, 1990; Park, 1997). It is worth mentioning that the females endorsed this characteristic more than other groups did probably because they were more motivated learners than their counterparts. The high achieving students endorsed providing interesting activities and preparing the lesson well, whereas the low achieving students endorsed providing interesting activities and teaching tailored to students' proficiency levels. It is important to note that the low achievement students considered tailored input the most important among all the groups, suggesting that teachers pay specific attention to providing comprehensible input to these students (Krashen, 1985). Overall, it is interesting to find that the high achieving students differed significantly from the low achieving students in the responses to pedagogical knowledge, with the largest gap in teaching English incorporating students' learning styles for the low achieving students and preparing the lesson well for the high achieving students.

**Within Category: Socio-Affective Skills**

Table 7 shows the mean scores for the individual items in the category of socio-affective skills perceived by each group, followed by significance tests in Table 8. It is interesting to note that all the groups believed arousing students' motivation and self-confidence as the most important to teaching. The

Table 6. MANOVA: Group Differences in Pedagogical Knowledge

Groups	Wilks' Lamda	F	Hypothesis df	Error df
Teachers and Students	.80	14.06**	9	498
Male Students and Female Students	.96	1.61	9	329
HAS and LAS	.88	3.43**	9	227

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

Table 7. Mean Scores for the Items in Socio-Affective Skills As Perceived by Each Group

Items	Teachers M/SD	Students M/SD	Male Students M/SD	Female Students M/SD	HAS M/SD	LAS M/SD
An effective English teacher is someone who should:						
1	be helpful to students in and outside the classroom.					
	2.65/1.76	2.36/1.70	2.38/1.72	2.34/1.69	2.76/1.84	2.01/1.52
2	alleviate students' anxiety in English class.					
	2.09/1.45	2.25/1.63	2.25/1.60	2.26/1.67	2.07/1.57	2.43/1.68
3	listen to student's opinions.					
	1.62/1.24	2.50/1.68	2.48/1.75	2.52/1.61	2.44/1.63	2.31/1.62
4	help students' self-confidence in learning English well.					
	4.56/1.41	4.22/1.84	4.12/1.86	4.33/1.83	4.08/1.86	4.31/1.83
5	be friendly to students.					
	1.71/1.15	2.26/1.57	2.35/1.66	2.16/1.48	2.11/1.49	2.55/1.67
6	have a good sense of humor.					
	1.54/1.09	1.57/1.22	1.79/1.42	1.34/.93	1.35/.94	1.73/1.34
7	not discriminate between students and treat them fairly.					
	1.78/1.28	2.53/1.68	2.25/1.52	2.81/1.78	2.47/1.62	2.45/1.65
8	arouse students' motivation for learning English.					
	4.76/1.42	3.20/1.88	3.18/1.89	3.22/1.88	3.22/1.88	3.23/1.94
9	have interest in students (ex. remembering students' names) and students' English learning.					
	3.28/1.56	3.09/1.86	3.17/1.89	3.01/1.82	3.48/1.89	2.98/1.83

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

Table 8. MANOVA: Group Differences in Socio-Affective Skills

Groups	Wilks' Lamda	F	Hypothesis df	Error df
Teachers and Students	.80	14.12**	9	498
Male Students and Female Students	.93	2.61**	9	329
HAS and LAS	.90	2.71**	9	227

Note. HAS (High Achieving Students) and LAS (Low Achieving Students)

role of motivation has been widely recognized among teachers and researchers in that motivation turned out to be a key to L2 acquisition as well as general human learning (Dörnyei, 1998). In a similar vein, Lowman (1996) argued that students' learning was most influenced by the amount of academic ability students had and how motivated they were to use that ability in a given class. Several researchers saw the

significance of confidence or self-efficacy in L2 acquisition (Krashen, 1985), general human learning (Bandura, 1986), and a model of willingness to communicate (MacIntyre et al., 1998).

All the group comparisons—between teachers and students, male students and female students, and high achieving students and low achieving students—reached a

significant level, as seen in Table 8. The largest group differences between the teachers and the students were arousing students' motivation in favor of the teachers and listening to students' opinions in favor of the students. The students' endorsement of listening to students' opinions was paralleled with the students' emphasis on learner-centered teaching, as discussed above (McCombs & Lauer, 1997). In the comparison between the male and female students and between the high and low achievement students, the largest differences were found in having a good sense of humor for the male students and the low achieving students, being helpful to students in and outside the classroom for the high achieving students, and treating students fairly in favor of the female students. This finding disputes in part a previous finding in which no gender difference was found in the trait of ethical behaviors which include the absence of bias, honesty, and fairness (Witcher et al., 2001).

### Conclusion

This study investigated the characteristics of effective English teachers as perceived by high school teachers and students in Korea through a self-report questionnaire consisting of three categories of effective teaching: English proficiency, pedagogical knowledge, and socio-affective skills. Overall, the teachers perceived significantly different characteristics than the students in all three characteristics with the teachers ranking English proficiency the highest and the students ranking pedagogical knowledge the highest. The male students demonstrated significantly different characteristics from the female students in socio-affective skills, whereas the high achieving students held significantly different characteristics from the low achieving students in pedagogical knowledge and socio-affective skills.

There were universal teacher characteristics which were considered important by all the groups, such as reading and speaking proficiency, arousing students' interest in learning English, and building students' self-confidence and motivation. However, other characteristics were group-specific. For instance, the teachers and the students placed more weight on listening proficiency and grammatical proficiency, respectively. The male students reported having a good sense of humor as important to teaching more than the female students did, whereas the female students reported pronunciation proficiency, teaching how to learn English, and treating students fairly as important teacher characteristics. The largest differences between the high and low achieving students were found in

speaking proficiency and being helpful to students in and outside the classroom in favor of the high achieving students and in teaching tailored to students' proficiency levels and learning styles in favor of their counterparts.

These findings have the following implications for knowledge-based teacher education for current and prospective English teachers in Korea. First, considering the teachers' higher endorsement of English proficiency over pedagogical knowledge and socio-affective skills, in-service and pre-service teacher education programs should focus on improving teachers' English proficiency. The importance of English teachers' English proficiency cannot be overemphasized because teachers' high proficiency of the target language is necessary to accommodate students' proficiency levels and learning styles in class (Buchmann, 1984). This statement leads to the following fundamental question: What is the foreign language teachers' optimal proficiency level of a target language? Unfortunately, to date, there is no clearly defined professional consensus about this level, with an argument that it should be the advanced level determined by the ACTFL proficiency guideline (Lafayette, 1993). This argument leads to another important question: Can prospective teachers reach this level with the limited class hours in school? We maintain a degree of skepticism on this point. However, we suggest that language courses including the four skills be introduced throughout the curriculum, without confining these courses to lower-division courses and that other content courses be taught in English as the vehicle of instruction.

Second, the students' higher endorsement of pedagogical knowledge over English proficiency and socio-affective skills implies that teachers should be conversant with L2 acquisition theories, teaching methods, and testing in order to help their students learn English effectively. For this, college courses for prospective teachers should be oriented more toward L2 acquisition theories, teaching methods, and testing than linguistics and English literature. The rationale for this is quite simple that the goal of the courses for prospective teachers is not to clone experts in theoretical linguistics and literary criticism, but to create experts in teaching English as a foreign language. Unfortunately, the reverse is true in many universities in Korea with more courses available in linguistics and in English literature than in English education. It is important to note that the scope of pedagogical knowledge in terms of learning theories, teaching methods, and testing is critical to define what the domain of L2 acquisition is and what the department of English education pursues. For in-service teachers, they should keep up with current pedagogical knowledge by taking short-term training courses, participating

in conferences and seminars, and by pursuing higher degrees in English education. This knowledge-based approach to teaching will contribute to student learning as well as to the advancement of the domain.

Third, as was discussed already, the teachers' perceptions regarding effective English teachers were significantly different from those held by the students. The discrepancy between the perceptions held by the two parties can cause the students to resist the teaching methods and approaches used by their teachers and, in turn, can lead to ineffectiveness in their learning. For instance, the teachers who consider grammatical proficiency less important and focus on more fluency than accuracy in class can be rejected by the students who believe in the importance of grammatical proficiency and want their errors to be corrected. Thus, the students' ill-founded perceptions or beliefs about effective English teachers should be addressed through discussions of current L2 acquisition theories and teaching methods.

This study is by no means comprehensive and has limitations in regard to two points. First, since the data was collected and analyzed at one point in time, the conclusions made above should be interpreted with caution. Second, while this study produced rich data about effective teaching, there is the fear that some data was neglected. These limitations lead to the following areas to be explored in future research: First, the quantitative findings of this study should be replicated by other participants across academic levels and investigated further through in-depth qualitative analysis. Second, the underlying reasons for different perceptions regarding effective English teachers held by different groups should be investigated. Third, the relationship between students' perceptions regarding effective English teachers and their achievement needs to be further explored. The findings of this and future studies will contribute to more complete knowledge-based teacher education for English teachers in Korea.

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