

Chapter Four

Findings and Discussion

This chapter elaborates the findings and discussion regarding pre-service teachers' perceptions on the content and practical knowledge of effective EFL lecturers in a private university. The researcher's first finding addresses the content knowledge of effective EFL lecturers. In the first finding, the researcher discusses the EFL lecturers' subject-matter knowledge and English proficiency as the content knowledge of effective EFL lecturers. Then, the second finding addresses EFL lecturers' practical knowledge which covers their performance in the classroom. Furthermore, experts' theories that support the elaboration of the findings and discussion are also provided in this chapter.

Pre-service teacher students' perception on general characteristics of effective EFL teachers

The aim of this study is to explore pre-service teachers' voices on the characteristics of effective EFL lecturers in terms of their content and practical knowledge. In order to complete the objectives of the study, four pre-service teachers of an English Language Education Department in a private university in Yogyakarta were chosen as participants. Pseudonyms are used in this study to protect the participants' privacy. The participants will be referred to as Selena as participant 1, Pricilla as participant 2, Hamish as participant 3 and Raisa as participant 4. In this study, the researcher provided preliminary interviews which discussed about the general characteristics to becoming an effective lecturer. The

Preliminary interview consisted of introductory questions that were given before the main questions which mentioned in the interview guideline.

The findings from preliminary interviews revealed that all of the participants agree that having good teaching preparation such as creating a syllabus and lesson plan before entering the classroom is an indication of an effective EFL lecturer. One of the participants mentioned, “in my opinion effective EFL lecturers are those who introduce the syllabus to the students in the first meeting” (Selena.1). In addition, Pricilla added, “They also have proper lesson plan which they share to the students, I mean the students know what they will learn during the learning process” (Pricilla.4). Moreover Raisa also added that EFL lecturers effectiveness should arrange planning before teach in the classroom (Raisa.1) by introducing the syllabus to the students in the first meeting (Raisa.3). Hamish also stated “lecturers should already prepare what they want to explain, what activities will be conducted or discussed in the classroom (Hamish.15).

Two participants argued that other characteristics of effective EFL lecturers can be seen through their personality. Pricilla said “then, the lecturers should care to all of the students, they help each student if they face difficulties in learning” (Pricilla.25). Raisa also shares the same opinion by saying “First is lecturers’ personality, whether the lecturer is a creative person or they who can get students attention” (Raisa.6). The results from preliminary interview were in accordance with research conducted by Badshah (2016) which revealed that there are certain characteristics and requirements which EFL teachers could take care of

in order to be effective in their EFL pedagogy. In another opinion, Lee (2010) investigated the distinctive characteristics of EFL teachers, and identified three areas which include the nature of content knowledge, the teaching approach and the teacher's personality. Thus, it can be concluded that some certain characteristics of effective EFL teachers include their teaching preparation and teachers' personality.

The following discussion provided explanation about the objectives of this study, which is to investigate pre-service teachers in an English Language Education Department in a Private University in Yogyakarta's voices regarding the content and practical knowledge of effective EFL lecturers. The detailed findings are reported below:

Content Knowledge of Effective EFL Lecturers Based on Pre-service Teachers' Perceptions

Based on the investigation of pre-service teachers' perception about content knowledge, the researcher found that the participants have some opinion to define the characteristics of effective EFL lecturers' content knowledge. There are nine points declared by the participants regarding what classifies a lecturer as an effective EFL lecturer which are presented below:

Explaining topics related to subject matter. The first point raised by three of the participants is about the way the lecturers explain the subject matter that they teach. EFL lecturers who master the subject matter knowledge can explain the materials in line with the lesson and deliver it clearly. The third participant, Hamish stated that it is better for the lecturers to only focus on

explaining the topic that they discuss in the classroom. He said “then, those lecturers only focus to explain what topic that they are discussing, not explain other things that do not related to the topic “ (Hamish.16). He also added an example “Such when the lecturer teach about translating, she or he will only focus on that lesson, not explain other topic” (Hamish.17). Moreover, Selena also shares the same opinion with Hamish, she said “in other that, the lecturers are mastering the material that they want to teach, so the lecturers give clear and to the point explanation of the topics”.

Giving clear explanation. Another finding suggests that participants called their EFL lecturers as effective lecturers are when the lecturers can give clear explanation when teaching. Pricilla, stated “besides that, the effective lecturers are they who explain the lesson clearly”. Other participant, Hamish also mentioned “when lecturers really understand the material they teach, the lecturers can give clear information during teaching and they explain until detail information” (Hamish.4). It is also mentioned that effective EFL lecturers will not wasting time, so then they give clear and to the point explanation when teaching in the classroom (Selena.10).

This finding is supported the study conducted by Kourieos and Evripidou (2013) who investigated students’ perceptions on effective EFL teachers in Cyprus. Their findings revealed that students expect their EFL teachers to have good English proficiency and subject matter knowledge. Therefore, giving a clear and to-the-point explanation about the materials is included as one of the content knowledge characteristics of effective EFL teachers.

Having up to date information. Based on the participants' perspective, another trait that shows EFL lecturers' effectiveness can be seen through their subject matter knowledge mastery. Two participants deliver the same point about the lecturers' knowledge regarding the lesson that they teach. Both of them agree that lecturers should always have up-to-date knowledge or information about what is being taught. Raisa stated "in my opinion, lecturers' knowledge is depending on what students' need. I mean when the lecturers teach a subject matter or materials, they always give up to date information" (Raisa.10). Moreover, effective EFL lecturers can relate their knowledge of what they have been learn with current situation in real context (Raisa.11). It means that lecturers do not only explain theories from any sources, but they can elaborate it based on real context.

In line with Raisa's statement, Pricilla suggested "then the lecturers have up to date information regarding to the materials. It is proved that the lecturers always upgrade their knowledge" (Pricilla.19). Research conducted by Kwangsawad (2017) in Mahasarakham University of Thailand found that having a thorough understanding of their subject area is an opinion that is shared between 94.12 % of 100% of the students as a feature that indicate a good EFL teacher.

Answering students questions clearly. The other findings that researcher found is about lecturers ability in answering students' questions. A number of two participants said that EFL lecturers who master the subject matter knowledge are they who can answer the students' question about the materials. Selena argued that answering students' questions clearly is a proof that the lecturer has mastered

the subject matter knowledge. She said “moreover, lecturers who master the subject matter knowledge can answer students’ questions about the topic clearly, they did not ask students to find the answer by themselves but they clarify the wrong and the truth” (Selena.12). These findings supported the study conducted by Hajinazer (2014) who investigate students about characteristics of effective EFL instructors. He found that the students mark knowledge of the subject matter as very important aspect that teachers should have.

The second argument comes from Raisa who said that effective EFL lecturers should be able to meet students’ expectations by giving a clear answer. Her statement reads “when there are students asking about certain issues of that material, the lecturer can give clear answer as well as what students expect” (Raisa.5). Moreover, Pricilla raised the same issues that effective EFL lecturers who help students who lost of understanding by answering the questions clearly means that the lecturers already master the concept of teaching material itself. (Pricilla.12). According to Hajinazer (2014) who do survey among students about characteristics of effective EFL instructor, teacher’s Capability to answer student questions’ is important aspects that teacher should have.

Studying in English speaking country. According to pre-service teacher students’ perspectives, effective EFL lecturers can be identified though background of the studies. It is found that effective EFL lecturers are the lecturers who have experience study English Language Teaching in English speaking countries. One participant argued that effective lecturers’ English language ability can be seen through where they have been studied. Raisa stated “in my opinion,

the lecturers who competent in their English language are they who ever studied in English language country because they live in the country which language should be master by the lecturers” (Raisa.12). She argued that the environment and their habits of using English language affect the proficiency of lecturers.

Having good speaking and communication skills. Lecturers’ ability in speaking and communication also become the features of an effective EFL lecturer. Based on the findings, most of pre-service teacher students argued that effective EFL lecturers should be able to speak and communicate using English language fluently. This is the feature that differentiates EFL teachers with teachers of other subjects.

The first opinion raised by Hamish who mentioned the importance of having a good communication skill for the effective EFL lecturers is because they are the role model in the classroom. Hamish stated “then, effective EFL lecturers who have good communication skills can be role model for pre-service teacher students as the future teacher (Hamish.16). He added “for example if the lecturers speak, but they ignored the grammar, the students probably do the same” (Hamish.16). The other opinion comes from Pricilla who argue that effective lecturers who have good communication skills can engage students to be active and can motivate their students (Pricilla.28).

Meanwhile, it is found that having good accent when speak English language is considered as a qualification which signifies an EFL lecturer has good English proficiency. Selena argued “lecturers who have good English language proficiency can speak using English language well. We can see the lecturers have

good speaking through their accent and vocabularies” (Selena.29). She considers the lecturers’ accent and vocabularies as an aspect to grade whether or not they have good speaking skill. She stated that the accent of English language lecturers should sound like the people from an English speaking country (Selena.30). She also argued that by having an accent from an English speaking country, they can prove that they are qualified in speaking English language. (Selena.31).

Besides having native-like accent, the finding reveals that lecturers’ pronunciation skill when speaking is important. Unlike previous statement, the other participants place clear speaking as more important than having native-like accent. Two participants (Raisa and Hamish) stated that effective EFL lecturers should not have an accent that is like native speakers who live in English speaking countries. Raisa believes that accent is affected by the area where lecturers come from. Thus, she stated that as long as the pronunciation skill of EFL lecturers is adequate, then it is not necessary to have accent like a native speaker’s (Raisa.16). She stated “For me, as long as the pronunciation is right. I think it does not matter”.

In addition, Hamish shared the same opinion with Raisa that having like native speakers accent is not an important feature that effective EFL lecturers should have. He stated “in my opinion, effective lecturers do not necessary to have accent like British people, American and other English speaking country people” (Hamish.19). Moreover, he argued that the important thing is the students can understand the language spoken by the lecturers. Hamish said “it does not matter, as long as the language can be understood” (Hamish.20).

The statements argued by Raisa and Hamish above are in line with Kourieos and Evripidou (2013) who investigated students' perceptions on effective EFL teachers in Cyprus. Their findings reveal that students may not consider a native-like accent and understanding of target culture as important aspects of an EFL teacher's subject-matter knowledge, and that his knowledge and competence of the target language are more important. The finding of the research in Thailand conducted by Kwangsawad (2017) also reveals that the students' did not seem to value EFL teachers' knowledge of culture and their accent as strong features of an EFL teacher's effectiveness.

Using English language when teaching. Another finding of this study revealed that effective EFL lecturers are those who use English language fully during teaching activities in the classroom. This argument is explained by all of the participants. They agreed that as a language teacher, lecturers should be competent in mastering the target language itself. Thus, to become effective, EFL lecturers should teach the class using English. Raisa said "in my opinion, their ability is in accordance with what they teach. Moreover, the lecturers who use full English show that they are competent to teach English language" (Raisa.13). In line with both previous arguments, Hamish also argued "exactly when they were teaching, they should use English language as the exposure" (Hamish.18).

Other two participants elaborated the same opinion as Raisa and Hamish. They agreed that effective EFL lecturers are those who teach students using only the English language. Selena said "furthermore, effective lecturers are when they can practice to speak using English language to the students" (Selena.22). The

second participant, Pricilla believed that giving more exposure to the English language by using it language during the teaching activities will be very beneficial for students. In her opinion, the students can acquire a lot of the target language's vocabularies by listening to their lecturers when speaking in the classroom. She argued "Effective EFL lecturers are they who often use full English language rather than Indonesia as the first language. If the lecturers use English language it is indirectly help students to acquire lots of English language vocabularies" (Pricilla.21). Pricilla added that the benefit of having EFL lecturers who teach using the English language is that it can increase students' motivation in learning English language, especially in the speaking skill. She explained "In other that, through listen to the lecturers who speaks English language, it can motivates students to speak English language too" (Pricilla.22).

Adjusting the vocabularies with students' level. Another finding of this study presents that EFL lecturers' vocabulary mastery is also regarded as a factor to rate the English proficiency of the lecturers. Two participants believe that effective EFL lecturers should be able to adjust what vocabularies they use when teaching the students who have different levels of knowledge. Both of them agreed that EFL lecturers should use comprehensible vocabularies when teaching in the classroom. The first point was declared by Hamish who said "the lecturers also choose proper vocabularies or terminology during communicate with the students" (Hamish.21).

Furthermore, Selena also raised the same argument with Hamish, she said that the lecturers should not use difficult vocabularies when they are teaching

(Selena.33). In addition, the participant stated that the lecturers should make sure the vocabularies they use match with the students' level. She argued "in other that, during teaching process, the lecturers use language which is suit to the students' level" (Selena.32). These findings are supported by Norris (1999) who argued that communicating effectively in the classroom requires the teacher to use appropriate language for the age group and skill level of the students they are teaching, and that they are able to apply the language to the practical situation of a classroom. This finding also supported a study conducted by Hajinazer (2014) that investigate students about characteristics of effective EFL instructions. It is found that majority of students (83%) believed that an effective teacher's accuracy of vocabulary is very important.

Having good writing skill. In this study, the researcher also found another point of EFL lecturers' English proficiency based the participants' perception. One participant mentioned the lecturers' writing skills as a feature that effective EFL lecturers should have. He stated that effective EFL lecturers should master the writing skill. Hamish argued "The important thing is not only lecturers speaking skills, but also their writing" (Hamish.23). In addition, he said that lecturers should be able to correct every student's writing errors, including their grammatical errors (Hamish.24). He stated "or example if we have to make a paper, the lecturers should be able to check students' grammatical errors or all of the writing aspects in detail". Another writing skill aspect that should be mastered by effective EFL lecturers is how to write good content and the structures of a good paragraph in writing. Hamish also said "Effective lecturers writing skills

cover how to write good and structured paragraph, how to put good content and all the writing aspects” (Hamish.25).

The findings about having lecturers’ writing skill is also in line with a study conducted by Arikani & Caner (2013) who do survey about characteristics of effective EFL teachers among 998 undergraduate students. From the study, it reveals that ability to teach pronunciation, speaking and writing skills well place higher rank as the characteristics of become effective EFL teachers.

Effective EFL lecturers’ Practical Knowledge Based on Pre-service Teachers’ Perception

According to Chen (2009), a teacher’s Practical Knowledge is interpreted in the form of teachers’ gestures, expressions in their eyes, lingual style, enthusiasm, artistic pause, and wisdom. All of these aspects assist in the happening of countless climaxes in the classroom which then called as “the essence of class”. Richards (2001) defines a teacher’s practical knowledge as the teachers’ repertoire of classroom techniques and strategies. From these references, the following findings discusses about practical knowledge that deals with how effective EFL lecturers manage the classroom during the teaching and learning process. It also explores EFL lecturers’ performance in the classroom.

Giving clear instruction. The researcher found various points revealed by the participants. The first finding is about lecturers’ instruction in the classroom. In this study, the finding presents that effective EFL lecturers should give clear instruction during teaching in the classroom. It mentions by one participant,

Pricilla who said “Then, the lecturers always giving proper activities and clear instruction during teaching in the classroom.

Providing well planned learning activities. Characteristics of content knowledge of effective EFL lecturers also can be seen through what they did during teaching in the classroom. Based on the participants’ perception, effective EFL lecturers can provide well-planned learning activities. The finding presents by Selena that “in organizing the learning and teaching process, effective EFL lecturers will provide rich learning activities such as ask students to read learning material, reviewing the article and then having class discussion” (Selena.35). Furthermore, Hamish added “the effective EFL lecturers are they who have creativity in arrange the activities in the classroom” (Hamish.26).

Besides, effective EFL lecturers have well preparation of learning activities. Pricilla said that lecturers’ who have good classroom management skills should prepare all the necesscities of the activities they will conduct beforehand. Pricilla argue that “if it seen from management classrom, effective EFL lecturers are they who have been prepared what activities they are going to conduct in the classroom including the supporting equipment” (Pricilla.27). Moreover, Raisa said the lecturers should be able to adjust classroom activities that are appropriate with the goals of learning. She argued “For example when it is required students to understand the theories so the lecturers give students things to read” (Raisa.27).

This is in line with the study conducted by Huang (2010) who investigated successful EFL teachers in a Chinese University. In his study, it is evident that

successful EFL teacher chose the appropriate materials for teaching and plan classroom activities that involve all the students' participation in the class.

Creating creative teaching. In this study, the researcher also found that lecturers' ability in creating creative learning is also become the characteristic of effective EFL lecturer' practical knowledge. The participants mentioned how the classroom activities were handled by effective EFL lecturers. Two participants raised up that effective EFL lecturer should be able to create creative learning. They argued that effective EFL lecturers should be creative in providing classroom activities. Hamish said "the effective EFL lecturers are they who have creativity to arrange learning activities in the classroom"(Hamish.27). Besides, effective EFL lecturers should also be able to create learning activities that can build students creativity. It is stated by Selena that "the lecturers can create activities which require students to be creative students through games and other activities" (Selena.37).

Engage all students' to participate actively. The second element about a lecturer's practical knowledge is the lecturers' ability to persuade students' participation during the teaching and learning process. Three participants agreed that in order for a lecturer to become effective in the classroom, said lecturer should be able to convince students to actively participate. According to Pricilla, lecturers should try to make students participate actively in the classroom. For example, the lecturers should ask every student to speak up and share their ideas (Pricilla.28). The other three participants (Hamish, Selena and Raisa) share the same opinion as Pricilla. They agree that there should be activities that engage

students to actively participate. So the lecturers should not give up on making students participate actively in the classroom. Hamish said, "for example the lecturers also hold class discussion where the students should speak their ideas" (Hamish.31)

Selena also stated that good EFL lecturers should invite students to participate and become active students in the classroom (Selena.33). She added "For example the lecturers give activities which can build students critical thinking" (Selena.33). Similarly, the fourth participant argued that the lecturer can also engage students through peer or group discussion (Raisa.23). She said "then after discussion, the students are given time to speak up their ideas. Those kinds of activities can trigger students to be active in the classroom" (Raisa.24). To support the participants' arguments about the lecturer's ability to engage students in the classroom, Norris (1999) said that being able to engage students in the language learning process is as important as the capacity to create student-centered learning contexts.

Having good time management. According to the participants, the other characteristic of effective lecturers' practical knowledge is about time management. It is found that effective EFL lecturers should have good time management in conducting teaching and learning process. Selena said "Then, the effective lecturers are they who manage their time during teaching. For example they come on time, then they start the lesson with opening, main activities and conclusion (Selena.34). The she added "I mean it is well organized and they pay attention to the time" (Selena.35).

Moreover, Pricilla shares the same opinion that “effective EFL lecturers are when the lecturers can divide what time they need to do pre activity, post activity and post activity. So they can arrange the steps of teaching in a proper time” (Pricilla.29). These statements are also supported by the third participant, Raisa, who argued “Because the lesson plan have been organized, the lecturers know when they have to divide part of teaching such us doing the opening, main activities and closing. So, the timing of doing those activities is well-planned” (Raisa.19). The finding about having good time management has supported the study conducted by Hajinazer (2014). In his study that investigate students’ perception through administered 58 items questionnaire, it is reveals that using class time wisely is mark very important aspect that effective teachers should do.

Being able to fix unpredictable situation in the classroom. Another finding presented by pre-service teacher students regarding their perspective of practical knowledge, it reveals lecturers should be able to solve unpredictable situation during teaching. One of the participant said that effective EFL lecturers who have good classroom management can solve unpredictable situation in the class. Selena said “they who have good classroom management skill are always ready to face what ever happen in the classroom” (Selena.38). She also added “They have some plans to cover unpredictable situation, so they have creativity in creating back up plan to face the situation” (Selena.38). In teaching and learning process, the lesson plan not runs as well as what have been written inside it. Some possible things are very possible to happen in the classroom.

Implementing chronological concepts. Practical knowledge of effective EFL lecturers can also be identified through the way lecturers formulate their teaching process. Based on the finding, effective EFL lecturers use chronological concepts during teaching. I means that the lecturers teach students step by step and begin with the easier step. Pricilla said “the lecturers give teaching material of the lesson in an order way by giving easier material first and continue with difficult material”. (Pricilla.17). She also said that a feature of an effective EFL lecturer include their ways of teaching. She argued that besides giving appropriate activities, they also can give clear instruction of what they explained in the classroom (Pricilla.16).

Teaching moral values. Another point based on participants' perspective is about content of teaching materials. An effective EFL lecturer should be able to include moral values during teaching some topics. The statement is raised by Hamish who said that good lecturers do not merely give lesson, but also include moral values in every lesson. He said “In my opinion, the effective EFL lecturers are not only teaching the material of certain topic, but they also teach us the moral value in every lesson that they give”.

Giving some opportunity for all students. Furthermore, Hamish mentioned that effective lecturers also give opportunities for students to take part or be involved in the class activities, so the lecturers have more to do than just lecture. He stated “So the lecturers take the turn to do lecturing and the students also have time to participate during learning process” (Hamish.29).

Having certain teaching strategies. The next finding indicates that effective EFL lecturers should have certain teaching strategies. Selena said that effective EFL lecturers can decide which teaching strategies are appropriate to the students' need (Selena.11). She said "For example if they teach about linguistics or grammar, then the lecturers have their own strategies in teaching grammar to make student easy to understand". Hamish shared the same argument and said that effective EFL lecturers are those who usually use both student-centered and teacher-centered learning as teaching strategies (Hamish.29). He stated "in my opinion, they can combine the student-learning center with teacher learning center equally".

Moreover, Raisa stated that student-centered learning enable the lecturers to explored students creativity (Raisa.22). She said "So in my opinion, strategies in the classroom is depend on the lecturers, but now on most of lecturers use student-centered learning which is make the lecturers more flexible to explore students' creativity". Those findings are supported by Witcher (2003) who divided these characteristics into three main categories: instructional competence, personality, and teacher–student relationship. According to the author, instructional competence, including the teacher's ability to create student-centered classrooms, provide sufficient content knowledge, and maintain a professional demeanor, is highly valued as characteristics of an effective EFL teacher by learners, especially the latter.

Creating enjoyable classroom situation. Another finding defines effective lecturers' practical knowledge as the way lecturers create the classroom's atmosphere. According to Pricilla, effective EFL lecturers can create an enjoyable classroom situation during learning process (Pricilla.13). She argued "they will create enjoyable classroom situation I mean we can still laughing and do not always serious during the learning process but the lecturers can place right time for students to study and to be relax". Pricilla's statement is in line with Kwangsawad (2017) who investigate the stakeholder's perception of effective EFL teacher. In his study, he found that students highly value the attributes of kindness, sense of humor, and friendliness of an EFL teacher effectiveness rather than the seriousness.