

# (Mis)matched Perceptions of EFL Teachers and Students regarding Effective Teachers

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**Abstract**—Effective teachers can influence students' learning and success. Research in this area is scarcely found in Indonesian contexts. This paper explores teachers and students' perception regarding the criteria of effective teachers by using mixed method. The qualitative data gathering process involved 3 teachers and 4 students of English language department who were interviewed separately. The quantitative data gathering process involved 196 university students to confirm the interview results. The results show that teachers and students indicated slightly mismatched perceptions of what constitutes effective teachers – both from the qualitative and quantitative data. While the qualitative data showed that teachers and students placed pedagogical factors as the most important skill, the quantitative data revealed personal and interpersonal skills as the most important factors needed in effective teachers. The study can be used to encourage teachers to conduct reflective practice and for students to be aware of and evaluate their expectations of effective teachers.

**Keywords**— *effective teachers, Indonesia, EFL*

## I. INTRODUCTION

Many researchers acknowledge that effective English teachers is a pivotal factor that support students' academic achievement. In foreign language teaching and learning, effective teachers play a role as the individual who can convey language knowledge and skills, as well as inspire students [1]. This means that teachers would be considered effective if they can deliver lessons and show what is wrong or right and demonstrate what is good or bad, including lessons, which students can use in the future both inside and outside the classroom.

J.C Richards [2] and T. S. Farrell [3] argue that factors that determine whether someone is an effective English teacher can be seen from different point of views of both teachers and students. As a matter of fact, from both teacher and students' perspectives, several characteristics should be possessed by teachers in order to be called 'effective'. In addition, several studies have seen effective teachers from various points of view, e.g. teachers' characteristics and teachers' behavior, and have used different methodologies. Not surprisingly, different results emerge from these studies, depending on the specific contexts in which the research was taken.

While effective teaching has been conducted in many parts of the world, little to no information about effective teaching in Indonesia is available. In Indonesian contexts, teachers are viewed as a fountain of knowledge, someone who knows all about the subject matter and students should pay a complete respect to the teachers. However, students may still

be shy to let others know about their ideas of effective teachers, because it might give negative impacts to their academic lives. Thus, this research can bridge the gap between the discrepancy and reality in Indonesian contexts. The aim of the research was to see the characteristics of effective English teachers as perceived by university English teachers and students in Indonesian contexts.

## II. LITERATURE REVIEW

### A. Effective Teachers

While the topic of effective teachers has been widely researched, the definition of effective teachers has not been established. J. C. Richards [2] and T. S. Farrell [3] suggest that effective teachers cannot be defined in a specific way because the term is context dependent. What one social context describes as an effective teacher may be different from another social context. A number of researches has been conducted in diverse contexts, and the results are almost similar. Personal traits have been considered as the most important factor that indicate effective teachers in Korea [4], Thailand [5], and Taiwan [1]. On another hand, S. Kourieos and D. Evripidou [6], B. Morrison and S. Evans [7], and M. Ramazani [8] who conducted studies in Cyprus, Hong Kong, and Iran, respectively found that teachers' pedagogical skills were the determining factor of an effective teacher. Meanwhile, R. Zamani and S. Ahangari's [9] study shows that teachers' social skills, i.e. ability to establish genuine relationship with their students, were a major factor that influences the teachers' effectiveness.

R. Khojastehmehr and A. Takrimi [10] stated that effective teachers, as perceived by English teachers in Iran, should have four characteristics; instructional strategies, communication skills, personal characteristics, and subject-matter knowledge. B. Morrison and S. Evans [7] carried out a study which involved university students with one-year learning experience in Hong Kong. The result shows that the students tend to describe effective English teachers as those who possess teaching skills that supported students' learning and encouraged critical thinking, followed by the teachers' ability to explain the subject clearly as well as providing relevant and practical examples.

Even with the same contexts, teachers and students may have different perspectives on what constitutes effective teachers. Some mismatches between teachers' and students' opinions have occurred in previous research. For example, H. B. Shishavan and K. Sadeghi [11] distributed questionnaires to 59 English language teachers and 215 English language learners in university level. The study indicates that while teachers considered that assigning homework and involving

students in class activities were parts of being effective teachers, students did not think highly on these characteristics. Instead, students seemed to agree that effective teacher characteristics include teachers' personality and their relationship with students. Another study also shows discrepancy between teachers and students' perception on what effective teachers are. M. Ramazani's [8] study indicates that teachers perceived that basic skills of English language were the most important factor for teachers to be considered effective. On the other hand, students put pedagogical skills as the most important skills to be effective teachers.

Similarly, gender also influences the opinions of what entails effective teachers. Y. J. Chen and S. C. Lin [1] found that female students consider teachers' personality and teacher-student relation as more important. In addition, students' level of achievement also shows differing opinions of what are important for teachers to be effective. M. Ramazani [8] argues that students with high achievement placed teachers' pedagogical skills as the most important factor of effective teachers, while low achieving students considered socio-affective factor as a vital factor of effective teachers.

### *B. Characteristic of Effective Teachers*

Although some contexts offer similar characteristics of effective teachers, it is fair to say that if researched further, each characteristic shows different traits. For example, the personal characteristics found in Korea, Thailand, and Taiwan ([4], [5], [1]) show different personal traits. In Korea, the prominent personality traits of effective teachers as perceived by students are friendliness, kindness, and patience, while in Thailand, personal traits were closely related with a teacher being humorous, kind, fair, lenient, and responsible. In Taiwan, being respectful and caring are teachers' personal traits that the students consider as effective.

Teaching skills have evidently been viewed by many as the determining factors of being an effective teacher. Scholars compared the effectiveness of native and non-native English language teachers in motivating their students' learning. However, T. S. Farrell [3] asserts that when it comes to being effective, what really matters is teachers' competence in facilitating students' learning. Thus, the notion of native and non-native English language teachers is not in line with that of effective teachers.

While many studies ([6], [7], [8]) found that students consider pedagogical skill as important in regard to effective teaching, they proposed different criteria of what defines pedagogical skills. S. Kourieos and D. Evripidou [6] found that encouraging students to actively participate in class activities, promoting learner-centeredness, understanding learners' differences, and maintaining interaction with students were among the criteria of pedagogical skills that should be possessed by effective teachers. Similarly, J. Chen's [5] study indicates that effective teachers need to have ability to organize the class and deliver the lesson in interesting ways. B. Morrison and S. Evans [7] investigated effective teachers based on university students' perception. By interviewing 37 freshmen in Hong Kong, they found that teaching skills that encourage students' critical thinking were favored by students. In addition, teachers should be able to give clear and practical examples to their students.

With regards to critical thinking skills, P. Birjandi and M. Bagherkazi [12] conducted a study involving 67 EFL teachers in Iran by administering a Critical Thinking Appraisal questionnaire to them. Then, they requested 881 students to evaluate their teachers' success in promoting critical thinking to their students. The study shows a significant positive relationship between teachers' critical thinking and teachers' success. In general, if a teacher has a high level of critical thinking, she would constantly contemplate their teaching, and in turn, they will improve their teaching skills. The contemplation of teaching, also called reflective practice [3], is a pivotal element of effective teaching. T. S. Farrell [3] makes a strong assertion on "what characteristics an effective teacher should possess, one critical competency that keeps appearing in the literature is that he or she continuously engages in reflective practice" (p. 87). As a matter of fact, all studies conducted in the area of effective teachers always come to a recommendation for teachers to keep evaluating their teaching practice, which means that to do this, teachers need to do the reflective practice as addressed by T. S. Farrell [3].

Ability in maintaining relationship with their students were also found in studies conducted by female participants from Y. J. Chen and S. C. Lin's [1] study. Being respectful to students was considered important to effective teachers. Similar to Y. J. Chen and S. C. Lin [1], R. Zamani and S. Ahangari [9] also assert that the ability to establish proper relations with students should be an effective teacher's characteristic. The relationship that they build would likely boost students' confidence in learning and encourage students to follow rules and regulation of the class. Teachers' behavior, as indicated by T. S. Farrell [3], is one significant element of being an effective teacher. This particular effective teacher behavior can manifest in the teacher's maintaining relationship with the students, having a respectful and more casual relationship with students, but at the same time, maintaining class discipline.

Last but not least, in the case of English language teachers, effective teachers should have basic competency of the English language. J. C. Richards [2] asserts that "we need to start by considering the language-specific competencies that a language teacher needs in order to teach effectively (p. 103)". These competencies include, among others: using the English language correctly and appropriately, providing models of correct language use, and providing feedback to language learners. According to M. Ramazani's [9] study, 121 university teachers think that language specific competencies is the most important characteristic of effective teachers, although their students think that their pedagogical knowledge was more important than their language competence.

## III. METHODOLOGY

The exploratory study used mixed methods to collect the data. Mixed methods were chosen to compare "different perspectives drawn from quantitative and qualitative data" (p. 216) [13]. All the data were collected at almost the same period of time which was December 2017.

### *A. Participants*

Three university teachers and four students in their senior year participated in this study for the qualitative part of the

study. Face-to-face interviews were conducted to gain rich data to answer the research questions proposed. The three university teachers consisted of two female teachers by pseudonyms Isti and Lidia and one male teacher by pseudonym Bagus, who all had been teaching in university contexts for more than five years. These three university teachers were nominated by students of the department because they were considered effective when they were teaching them.

The four senior university students by pseudonyms Nina, Zalia, Reni, and Risti were chosen because they were considered to have a sufficient amount of knowledge and experiences of the research topic; therefore, they would be able to provide richer information on the discussed topic compared to their juniors. In addition, these students had finished their practice teaching courses. In the teaching practice courses, the students were required to be in real classes of elementary and secondary school levels. This means that their ideas and experiences of being effective teachers they obtained from the teaching practice courses can contribute to providing data on the research topic.

This study has used questionnaires to find out desirable characteristics of effective English teachers from students' perspectives to confirm students' opinion. The quantitative data were collected from a survey participated by 51 sophomores, 63 juniors, and 82 seniors who were requested to fill in a questionnaire. All students – selected using convenience sampling – were from an English language education department of a private university in a college town in Indonesia. They used the Indonesian language for daily communication. However, English was used as a language of instruction in the teaching learning process.

#### *B. Instruments*

The questionnaire used in this research was adapted from S. Kourieos and D. Evripidou [6]. The questionnaires discussed behaviors of effective teachers based on students' perception. The questionnaire consisted of 34 statements presented in four Likert Scales. The scales were 1 = not important, 2 = less important, 3 = important, and 4 = very important. The questionnaire was translated into the participants' native language to avoid misunderstanding. The translated version was reviewed by two experienced non-native English language teachers to ensure the validity of the instrument. As for the reliability, since S. Kourieos and D. Evripidou [6] have done the study and ran the reliability tests, this research adopted their reliability analysis. For the qualitative part, the data were collected through recorded in-depth interviews. As all participants were multilinguals, interviews were conducted mainly in the participants' first language. Inform consents were obtained verbally prior to the interviews. After the interviews were transcribed, the transcriptions were consulted to the participants to find out if they would like to make any changes on the information they had given. No participants offered any changes of the information.

#### *C. Data Analysis*

Both qualitative and quantitative data were collected simultaneously and were analyzed after both data were obtained. Qualitative data were transcribed and the transcriptions were reviewed to see the recurring themes. Extracts used to support the themes were translated into

standard English to meet the purpose of the study. The analysis of the quantitative data was conducted utilizing a statistical software. Descriptive statistics was aimed to find the characteristics of effective teachers that is most favorable to students.

### IV. FINDINGS

From the interviews with teachers, common themes emerged from the data. They include teachers' perspectives about characteristics of effective teachers and how these beliefs manifested in their practice. While the three teacher participants agreed that all characteristics were equally important, the order of presenting the findings below were based on the amount of information given by each participant.

#### *A. Teachers' Perspective about Characteristics of Effective Teachers*

*Teacher-student relation.* Maintaining an informal interaction with students was one of the characteristics shown in the data. The participants emphasized that a teaching learning process would have not been running the way they had wanted had they not kept their relationship with students more casual. Bagus and Isti stated that a casual relation with students would encourage students to participate more actively in class. They added that if the relation was too formal, their students would have been hesitant to ask them questions outside the class if they needed further explanations on the lesson. Building or maintaining an informal teacher-student relation needs a certain level of interpersonal skills, which is one of the characteristics of effective teachers. For Bagus and Isti, interpersonal skills were useful to build chemistry with their students and see students as partners.

“Based on my observation, there are students whose achievements were declining when they were taught by a teacher who has a low level of interpersonal skills. So, the teacher had a good level of pedagogical skills and subject matters, but not with his interpersonal skills. When the students made mistakes, he would just snap them; as a result, their achievement declined because their motivation declined. The lesson I took from it is that I have to maintain relation with the students so that the teaching learning process can work effectively” (Interview excerpt, Isti).

While all participants agreed that they had to maintain an informal relationship with their students, Lidia asserted that she had to maintain a reasonable distance with the students. The distance, according to Lidia, would make students give a certain amount of respect to the teacher. Many students seemed to forget that a teacher is a teacher to whom they should respect and use a higher level of politeness than they do with their friends. In her opinion, keeping a reasonable distance would maintain discipline among her students.

*Manifestation of beliefs.* Isti's beliefs manifested in a way in which she lowered her affective filters which can hinder students' learning to encourage students' active participation. She would make jokes with the students inside and outside the class to create a friendly environment. Her beliefs also manifested in the way she gave opportunities to students to give comment and ask questions, appreciated students' opinion, and provided time to participate in chat group

application's discussion. Affective filter came from S. D. Krashen's [14] Hypotheses which refers to something that protect students from having an emotional breakdown which can prevent learning. Emotional breakdown can be in the forms of hesitance, low motivation, stress, or anything that can hinder learning. By lowering the affective filters, Isti allowed students to make mistakes and to take risks on their own learning.

For Bagus, the manifestation of his beliefs about interpersonal skills was to be involved with students in many activities outside the class. He would hang out with some of his students to get into their world. Bagus asserted that he used to be a student as well and he understood how it felt like to be a student. His involvement with his students' activities outside the class sometimes put him in an awkward position because he was much older than them. Meanwhile, Lidia's beliefs manifested in opening discussions with her students on what she wanted the students to do and what the students wanted her to do in the class she was teaching. The discussion would result in making everybody happy, which would lead to effective teaching.

The teachers' beliefs and manifestation about the interpersonal skills of effective teachers may have been influenced by the culture where the teacher grew up. In Indonesia, teachers are considered to be more superior than the students. In a typical school context, students would have to submissively do what the teachers ask them to do because it is a symbol of respect to them. As a result, many students would not have the courage to ask the teachers about the tasks. Opening a discussion about the tasks may result in severe consequences to the students. Since the teacher participants were teaching in a university context, it is understandable that they would want to transform the traditional teacher-student relation into a more open and informal one.

**Teaching knowledge and skills.** The next characteristic of effective teachers mentioned by the participants was the knowledge and ability to teach or to transfer the knowledge that they have to the students. The three participants stated that pedagogical knowledge and skills were important to be effective teachers, because it is the heart of what a teacher does. The data show that the three teacher participants appreciated their experiences on the improvement of their pedagogical knowledge and skills. The experiences in teaching different contexts had provided them ample opportunities to reflect on their performance as well as the results of their teaching. Apart from the teaching experiences, the background knowledge they received when they were still in college also played an important part in the development of their pedagogical knowledge and skills. Isti, for example, maintained that she was assigned to teach new courses upon her return from her study abroad. With the knowledge, she could execute the assignments quite well.

Bagus specifically mentioned that pedagogical knowledge and skills were not merely about knowledge and skills to teach, but also about the psychological development of the students. He believed that students of different ages would have different characteristics, including emotional and psychological characteristics. He maintained that if he could understand his students' emotional development, he would be able to motivate students to participate in class and do well.

The knowledge also helped him choose which teaching materials he should give to his students.

When asked how effective they thought they were as English teachers, all teacher participants did not specifically answer the question. However, they believed that they were quite effective because they had performed their responsibilities as recommended by the institution they worked for, which included teaching, researching, and conducting community service.

#### *B. Students' Perspective on Effective Teachers*

**Teachers' pedagogical skills.** Unlike teachers who stated that it was important to have interpersonal skills to be effective teachers, the four student participants maintained that effective teachers need to have a high level of pedagogical skills. In their opinion, teachers need to have well-planned lessons because it was important for students to understand what would happen during the semester. The pedagogical skills, in the participants' opinion, would include planning, transferring the lesson, and giving assignments which would lead students to be more organized in participating in the course, to obey the rules and regulations set up, to be more motivated and more independent in executing the assignments. A student participant, Nina, stated:

“An effective English teacher is a teacher who can prepare the lesson, give clear classroom instructions, and share the lesson plans with the students. This will make students understand the objectives of the lesson and the materials. At the end, I will be able to apply the knowledge outside the class” (interview excerpt, Nina).

The four student participants, in their response, emphasized the importance of getting thorough information about the courses at the beginning of the semester. They also stressed the importance of having a variety of activities during their lessons, which can encourage students' active participation. The pedagogical skills include the ability to prepare the course, manage the class, and assess the students.

**Teachers' knowledge on subject matter.** All four participants mentioned that one of the characteristics of effective teachers was that teachers were familiar with the subjects they taught. Teachers' subject matter knowledge, according to one participant, Zalia, would help teachers focus on what to teach to students. At the same time, students would not have to learn anything unrelated with the subjects.

In addition, as the participants were English language education department students, they all mentioned that English proficiency was mandatory for English teachers. One of the participants, Reni asserted that teachers' English competence was reflected by actively participating in international conferences or publishing their writing. Another participant, Risti, concluded that teachers who had experiences to live in an English-speaking country are more qualified. The experiences, in her opinion, would enable them to master the language and use the language properly. However, with regard to using the English inside the class, Risti remarked:

“It depends on the needs of the class. Sometimes, the class becomes dead silent when the teacher uses all English, because some students tend to be silent and reluctant to express their ideas. But, some teachers who use both

English and mother tongue can encourage students to actively participate in class discussion even using their mother tongue” (interview excerpt, Risti).

**Quantitative results on characteristics of effective teachers.** The quantitative data showed somewhat different results with the qualitative data obtained from the students. The data revealed that among the three indicators used by S. Kourieos and D. Evripidou [6] – approach to language teaching, subject matter knowledge, and personal interpersonal characteristics - the last showed the highest mean of the three, followed by subject matter knowledge and approach to language teaching. The complete results can be seen in the following table:

TABLE I. MEAN OF EFFECTIVE TEACHER CHARACTERISTICS

No	Indicator	Mean	N
1	Approach to language teaching	3.28	196
2	Subject-matter knowledge	3.33	196
3	Personal and interpersonal characteristics	3.51	196

Personal and interpersonal characteristics (mean = 3.51) were deemed by students to be the most important indicator of effective EFL teachers. Teachers who liked to help students, gave fair treatment to all students, were friendly to students, were considered to be effective in motivating students to learn a foreign language. Subject-matter knowledge (mean = 3.33) was the second most important characteristic. Within the particular criteria, students looked at teachers’ ability in using vocabulary and grammar accurately. Teachers’ approach to language teaching came last among the three. One of the interesting things about the results of teachers’ pedagogical knowledge is that integrating technology in class activities (mean = 3.01) was considered less important than having open-mindedness (mean = 3.65). It is interesting because technology is currently deemed as one of the most important issue to make learning interesting. In addition, students also deemed that grading students solely on their grammatical accuracy was the most unfavorable approach from the teacher (mean = 2.88).

The personal and interpersonal characteristics part of the questionnaire consists of nine statements of which the result of the computation is shown below:

Table II shows that being friendly to students received the highest score (mean = 3.73) among the items. In addition, students preferred teachers who do not show favoritism to students as displayed by item 16: *Treat students fairly regardless of achievement* (mean 3.72). These particular statements outscored item 33: *Use authority to maintain discipline* (mean = 3.36).

TABLE II. PERSONAL AND INTERPERSONAL CHARACTERISTICS BASED ON THE HIGHEST MEAN

Item no	An effective language teacher should:	N	Mean	SD
10	Be friendly to students	196	3.73	.476
16	Treat students fairly regardless of achievement	196	3.72	.502

30	Be open-minded	196	3.63	.562
4	Encourage students to express and discuss their needs for language learning	196	3.52	.550
9	Praise effort	196	3.49	.586
21	Take into consideration students’ difficulties with the foreign language	196	3.45	.593
1	Be eager to help students in and outside the classroom	196	3.40	.612
33	Use authority to maintain discipline	196	3.36	.652
24	Express confidence in students’ language abilities	196	3.26	.623

Table 3 below shows the computation results of subject-matter knowledge of an effective teacher as perceived by students. The data show that students prefer teachers who have a high level of vocabulary mastery as depicted in item two: *Have a broad vocabulary in the FL* (mean = 3.77). On the same note, students also considered that it is not too important for teachers to have a large amount of knowledge of the culture of the language being learned as shown in item 22: *Be acquainted with the target culture* (mean = 3.09). In general, students indicated that an effective teacher should have an excellent English proficiency.

TABLE III. SUBJECT-MATTER KNOWLEDGE

Item no	An effective language teacher should:	N	Mean	SD
2	Have a broad vocabulary in the FL	196	3.77	.457
8	Have a sound knowledge of the English grammar	196	3.63	.553
14	Be familiar with language learning theories	196	3.43	.617
33	Use English competently	196	3.35	.585
22	Be acquainted with the target culture	196	3.09	.717

The results of data computation of Approach to Language Teaching is shown in the following table. The data show that students prefer their teachers who apply a variety of classroom activities when teaching grammar as shown in item 17: *use activities which draw learners’ attention to specific grammatical features* (mean = 3.58). In addition to using different classroom activities, teachers who are preferred by students are those who do not use simple classroom instruction when teaching as mentioned in item 12: *simplify his/her classroom language to facilitate comprehension of what is being said* (mean = 3.57). On the other hand, one of the characteristics that is not deemed important by students as shown by item 26: *grade written assignments predominantly for grammatical accuracy* (mean = 2.28).

TABLE IV. APPROACH TO LANGUAGE TEACHING

Item no	An effective language teacher should:	N	Mean	SD
17	Use activities which draw learners’ attention to specific grammatical features	196	3.58	.535
12	Simplify his/her classroom language to facilitate comprehension of what is being said	196	3.57	.546
4	Make frequent use of other material	196	3.44	.592

30	Design or select material according to students' major	196	3.43	.555
18	Address error by immediately providing explanation as to why students' responses are incorrect	196	3.40	.596
32	Set activities which expose students to the target culture	196	3.35	.602
11	Provide opportunities for students to use English beyond the classroom setting	196	3.34	.625
7	Use English as the predominant means of classroom communication	196	3.34	.648
19	Thoroughly explain new grammar rules before asking students to practice relevant structure	196	3.31	.616
15	Not grade language production (speaking/writing) primarily for grammatical accuracy	196	3.30	.532
23	Set activities which require students to interact with each other in English	196	3.29	.601
20	Expose students to real life topics	196	3.28	.606
13	Correct students immediately after making a grammar mistake during communicative activities	196	3.28	.727
29	Set activities which require students to work individually	196	3.14	.641
28	Set activities which require students to work in pairs or small groups	196	3.13	.632
27	Grade written assignments predominantly for effort and content	196	3.03	.686
6	Integrate computer-aided instruction into FL teaching	196	3.01	.612
26	Grade written assignments predominantly for grammatical and accuracy	196	2.28	.668

## V. DISCUSSION

While the data did not show an exact match between teachers' and students' perceptions on what characterized an effective EFL teacher, both teachers and students agreed on similar characteristics, which were pedagogical knowledge and skills, interpersonal knowledge, and subject matter knowledge. For teachers, apparently subject-matter knowledge was not a significant problem, because the fact that they had been teaching for many years made them more confident in teaching the materials.

Both teachers and students considered personal traits as the most important characteristic of effective teachers. This particular finding strengthens existing studies conducted by B. D. Barnes and G. Lock [4], J. Chen [5], and Y. J. Chen and S. C. Lin [1]. Maintaining teacher-student relations was in line with research conducted by B. D. Barnes and G. Lock [4] and J. Chen [5] as a manifestation of interpersonal knowledge. Apparently, informal relations were deemed to be necessary to improve students' language achievements. Having an informal relation will boost students' confidence to actively participate in class activities, which may have caused the learning atmosphere to be more relaxed and created a low level of anxiety. As stated in S. D. Krashen's affective filter, a low level of anxiety will lead to students' success [14].

Unlike M. Ramazani's [9] study that revealed that teachers' English competence is placed the highest by the students, this study shows that teachers' mastery on the subject-matter is not deemed the most important factor by the students to support their success in learning. The fact that the students placed teachers' knowledge on the target culture to be the least important actually shows that the students

appreciate teachers who received their degrees in non-English speaking countries.

Pedagogical knowledge was considered important by both teachers and students as shown in the qualitative data. Being creative enough to use a variety of teaching methods that can lead to students' understanding of the subject matter was also indicated by B. Morrison and S. Evans' [7] study in Hong Kong. One of the qualities expected from an effective teacher is that teachers can simplify a complicated concept that is to be delivered to students. In the teachers' point of view, the pedagogical knowledge and skills were obtained and developed through a long period of teaching experiences in diverse contexts.

The study implies that, as suggested by T. S. Farrell [3], teachers should do reflective activities to think about their teaching. The reflective practice will help them see if they are effective or contemplate which area they need to develop. Although teachers may not be able to fulfill all students' expectations on being effective teachers, they can think about pivotal factors that lead to students' success. As for institutions, the implication of this study is that evaluation on teachers' practices both in and outside the class is necessary to be conducted on a regular basis. The evaluation, e.g. questionnaires filled in by students, will help teachers to reflect on their practices. In addition, the evaluation will help students to be aware of their expectations to their teachers and institution, so they do not take their study for granted.

## VI. CONCLUSION

While this particular study did not show much different findings from the existing research, it strengthens the fact that an EFL teacher in particular, or a teacher in general, need to be able to see their students as partners instead of their inferiors. Further research needs to investigate whether teachers and students of different field of studies other than EFL would have a mismatched perception of what is considered to be effective.

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