



การรับรู้เรื่องคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพของ
นักศึกษาไทยระดับปริญญาตรีสายวิทยาศาสตร์และสังคมศาสตร์

**Thai Science and Social Science Undergraduates' Perceptions toward
Effective English Language Teacher Characteristics**

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บทคัดย่อ

กาญจนา ชีวาสุขถาวร 2565: การรับรู้เรื่องคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพของนักศึกษาไทยระดับปริญญาตรีสายวิทยาศาสตร์และสังคมศาสตร์ สถาบันภาษาอังกฤษ มหาวิทยาลัยรังสิต 117 หน้า

งานวิจัยนี้มีวัตถุประสงค์เพื่อค้นหาและเปรียบเทียบการรับรู้ของนักศึกษาไทยระดับปริญญาตรีสายวิทยาศาสตร์และสังคมศาสตร์ที่มีต่อคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพจำนวน 45 คุณลักษณะ โดยทั้ง 45 คุณลักษณะสามารถแบ่งออกเป็น 5 ประเภท ได้แก่ การมีไมตรีจิตกับผู้เรียน ความสามารถในการส่งมอบความรู้ การปฏิบัติต่อผู้เรียนอย่างเท่าเทียม ความรู้และความน่าเชื่อถือของผู้สอน และการเรียบเรียงเนื้อหาและการเตรียมการสอน ทั้งนี้ นักศึกษาระดับปริญญาตรีจำนวน 417 คน (แบ่งเป็นสายวิทยาศาสตร์ 215 คน และสายสังคมศาสตร์ 202 คน) ได้รับการเลือกแบบเจาะจงให้เข้าร่วมงานวิจัยนี้ โดยผู้วิจัยได้ใช้แบบสอบถามและการสัมภาษณ์กลุ่มในการเก็บข้อมูลจากผู้เข้าร่วมวิจัย ภายหลังการเก็บข้อมูล ผู้วิจัยวิเคราะห์ข้อมูลเชิงปริมาณที่ได้จากแบบสอบถามโดยใช้สถิติเชิงพรรณนาและสถิติเชิงอนุมาน ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าเฉลี่ยของกลุ่มตัวอย่างสองกลุ่มที่เป็นอิสระต่อกัน (independent samples t-test) ส่วนข้อมูลเชิงคุณภาพที่ได้จากแบบสอบถามและการสัมภาษณ์กลุ่มได้วิเคราะห์ผ่านการวิเคราะห์แก่นสาระ

ผลการวิจัยแสดงให้เห็นว่า ในภาพรวม นักศึกษาไทยระดับปริญญาตรีจากสายวิทยาศาสตร์และสายสังคมศาสตร์มีการรับรู้เรื่องคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพไปในทางเดียวกัน แม้ว่าผลการทดสอบค่าเฉลี่ยของทั้งสองกลุ่มจะแตกต่างกันอย่างมีนัยสำคัญในบางคุณลักษณะก็ตาม ทั้งนี้ นักศึกษาทั้งสองกลุ่มเห็นว่า การมีไมตรีจิตกับผู้เรียนเป็นคุณลักษณะที่สำคัญ และทั้งสองกลุ่มยังเห็นตรงกันว่า ความกระตือรือร้นในการสอนเป็นคุณลักษณะที่สำคัญที่สุดในขณะที่การถามคำถามแล้วสุ่มเรียกให้ตอบเป็นคุณลักษณะที่สำคัญน้อยที่สุดของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ งานวิจัยนี้ให้ข้อมูลเชิงลึกที่เป็นประโยชน์ต่อครูผู้สอนภาษาอังกฤษรวมถึงข้อเสนอแนะในการนำผลวิจัยไปใช้สำหรับผู้กำหนดนโยบายและผู้บริหารของสถาบันการศึกษา

Abstract

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This study aimed to investigate and compare perceptions toward forty-five effective English language teacher characteristics of Thai undergraduates in science and social science programs. The 45 characteristics were categorized into five categories of rapport, delivery, fairness, knowledge and creditability, and organization and preparation. A total of 417 undergraduates (215 in science programs and 202 in social science programs) were purposively selected to participate in this study. A questionnaire and focus group interviews were employed to collect data from the participants. Quantitative data from the questionnaire were analyzed by descriptive and inferential statistics, including frequency, percentage, mean, standard deviation and independent samples t-test while qualitative data from the questionnaire and focus group interviews were analyzed by thematic analysis.

The findings revealed that science and social science undergraduates' perceptions towards effective English language teacher characteristics were generally similar although the independent samples t-test's results indicated some significant differences in their perceptions. Both groups identified rapport as crucial, and commonalities included rating enthusiasm highly and considering asking questions and random student calling as least important. The study provides insights for English language teachers, as well as implications for educational policymakers and administrators.

กิตติกรรมประกาศ

โครงการวิจัยนี้จะสำเร็จลงไม่ได้ถ้าไม่ได้รับการสนับสนุนจากบุคคลดังต่อไปนี้ บุคคลแรกคือ สถาบันวิจัย มหาวิทยาลัยรังสิต ผู้ให้ทุนสนับสนุนโครงการวิจัยนี้ บุคคลต่อมาคือ รศ. ดร. กษมา สุวรรณรักษ์ จากคณะภาษาและการสื่อสาร สถาบันบัณฑิตพัฒนบริหารศาสตร์ (นิด้า) ที่ปรึกษาโครงการวิจัย ผู้คอยให้คำแนะนำที่เป็นประโยชน์ต่อการดำเนินโครงการวิจัยนี้ นอกจากนี้ ข้าพเจ้าขอขอบคุณคณะผู้บริหารของสถาบันภาษาอังกฤษมหาวิทยาลัยรังสิต (RELI) ที่คอยให้การสนับสนุนเป็นอย่างดี ตลอดจนเพื่อนร่วมงานของข้าพเจ้าที่อนุญาตและให้ความช่วยเหลือข้าพเจ้าในการเก็บข้อมูลจากนักศึกษา ท้ายที่สุด ข้าพเจ้าขอขอบคุณนักศึกษาทุกคนที่เข้าร่วมโครงการวิจัยนี้

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study and Problem Statement

Teachers play significant roles in learners' language learning achievement (Chen, 2012; Dinçer et al., 2013; Shojaei et al., 2021). As for English language learning, several studies (e.g., Akbari & Allvar, 2010; Ekiz & Kulmetov, 2016; Phothongsunan, 2015) reported that good or effective English language teachers have a great influence on learners' success and motivation in English language learning. For instance, Akbari and Allvar (2010) found that teacher efficacy, teacher reflectivity and teaching style were three significant predictors of Iranian learners' English language learning success. Likewise, Phothongsunan (2015) reported that English language teachers were one of the key factors influencing Thai learners' success in English language learning, including their motivation to learn English. Additionally, Ekiz and Kulmetov's (2016) study revealed that teachers were one of the factors that can motivate or demotivate Turkish students to learn English.

Given the significance of the teachers' roles, several scholars, especially those in the field of language teaching (e.g., Dinçer et al., 2013; Harmer, 2015; Tajeddin & Griffiths, 2020), have studied and proposed similar concepts of what makes a good or effective language teacher. In addition to the aforesaid conceptual work, there have been a large volume of empirical studies exploring the perceptions of English as a Foreign Language (EFL) learners toward effective English language teacher characteristics (e.g., Barnes & Lock, 2013; Nghia, 2015; Shojaei et al., 2021; Zamani & Ahangari, 2016). Results of these studies show that EFL learners in different contexts have different perceptions toward effective English language teacher characteristics.

With regard to the context of English language learning in Thailand, there have also been several studies investigating the perceptions of Thai EFL learners and/or

teachers toward effective English language teacher characteristics (e.g., Armatthatt & Jaturapitakkul, 2020; Chanmanee, 2018; Chen, 2012; Chumworatayee, 2021; Meksophawannagul, 2015; Wichadee, 2010). Interestingly, these studies also yielded different results in the same way as those conducted in other contexts. These different results could be attributed to different educational levels of learners (e.g., high school or university students) and different types of educational institutions (e.g., private or public university). For instance, in Meksophawannagul's (2015) study, Thai EFL learners majoring in engineering viewed that teacher's relationship with students was the most important characteristic of effective English language teachers while in their teachers' view, it was organization and preparation (i.e., syllabus quality and lesson preparation). Conversely, Thai EFL high school learners in Chanmanee's (2018) study perceived that pedagogical knowledge was the most important quality of good English language teachers whereas the teachers in this study viewed that socio-affective skill was the most important quality. These different results show that learners and teachers in each educational setting could have unique perceptions toward effective English language teacher characteristics. Thus, it is worth exploring how the learners and teachers in each educational institution perceive this issue so as to enhance English language learning and teaching of that particular educational institution.

Although there were several studies concerning EFL learners' and teachers' perceptions toward effective English language teacher characteristics, little has been conducted to investigate and compare the aforesaid perceptions of Thai EFL learners in science and social science programs. These two disciplines of study, which are fundamentally different from each other, could influence their learners to adopt different learning styles and affect their expectations and perceptions of effective English language teachers. This viewpoint is mainly derived from the researcher's over ten years of English language teaching experiences with learners of these two disciplines. Based on the researcher's observation, learners in science programs (e.g., medical and nursing students) tend to prefer EFL teachers who have sound English knowledge, teach in a well-organized manner, and be clear and fair with them in terms of assessment. On the other hand, learners in social science programs (e.g., communication arts and music students) tend to prefer EFL teachers who are relaxed

and do not always follow everything in a book or syllabus. Also, from the researcher's teaching experience, social science learners are not likely to care much about grading criteria used for assessment of assignments. This firsthand experience confirms that there is no one-size-fits-all teaching approach to suit all kinds of learners. As such, knowing how the Thai EFL learners of these two different disciplines perceive their effective English language teachers can inform the teachers of what they should do and how they should teach and interact with these learners. Due to the scarcity of the research on this topic, this study was conducted to investigate and compare the perceptions toward effective English language teacher characteristics of Thai undergraduates in science and social science programs. Below were the objectives and research questions guiding this study.

1.2 Research Objectives

1. To investigate effective English language teacher characteristics as perceived by Thai undergraduates in science programs
2. To investigate effective English language teacher characteristics as perceived by Thai undergraduates in social science programs
3. To examine how the perceptions toward effective English language teacher characteristics of Thai undergraduates in science and social science programs concur

1.3 Research Questions

1. What are effective English language teacher characteristics as perceived by Thai undergraduates in science programs?
2. What are effective English language teacher characteristics as perceived by Thai undergraduates in social science programs?

3. How are the perceptions toward effective English language teacher characteristics of Thai undergraduates in science and social science programs similar and different from each other?

1.4 Significance of the Study

This study's findings could help fill in several gaps in knowledge and implementation of English language teaching. In simpler terms, knowing the students' perceptions toward effective English language teachers can provide English language teachers with fruitful insights. The teachers can use these insights to design and deliver their lessons in the way that can create productive learning atmosphere (Chen, 2012; Meksophawannagul, 2015; Wichadee, 2010) which can, accordingly, contribute to the students' success in English language learning (Armatthat & Jaturapitakkul, 2020; Dincer et al., 2013; Zamani & Ahangari, 2016). Given that the science and social science students generally constitute a majority (if not all) of students in many universities in Thailand, the findings of this study could benefit both English language learners and teachers in tertiary education, especially those in Thailand.

Apart from the above benefit which can be considered an overall benefit to the English language teaching community, the present study's findings provided certain benefits to Rangsit University where this study was conducted. First, given that this kind of study has never been conducted in Rangsit University before, its findings provided English language instructors, including instructors from other colleges, faculties and institutions in Rangsit University who are interested in teaching English, with the real insights of what an effective English language teacher is or how to teach English effectively. These insights can provide the instructors with useful information on how to design and deliver their lessons, conduct their classes and interact with their students in the 'right' way as perceived by the students. Additionally, this study's findings can help enhance mutual understanding between the instructors and the students that can then lead to students' higher achievement in their English language learning. Besides, the study's findings can help reduce the number of complaints about

English language class filed by the students. With the minimum or no complaint, the university's policy of "zero complaint" can be achieved easily.

1.5 Definitions of Key Terms

To ensure mutual and correct understanding, in the present study, the following terms have meanings as set out below.

Effective English language teacher characteristics refer to various traits, attributes or qualities which are believed to enable English language teachers to perform their teaching profession effectively. In this study, these characteristics are categorized into five categories according to Barnes and Lock's (2010) taxonomy of effective English language teacher attributes (see details in Chapter 2).

Perception means how undergraduates in science and social science programs in this study perceive, view or think about effective English language teachers based on their English learning experiences.

Teaching method means any teaching techniques, strategies or class activities that teachers use to impart knowledge, deliver lessons or facilitate learning in a classroom (Jarvis, 2006; Simovic et al., 2014).

Teaching style is about how teachers "conduct themselves during the teaching session" (Jarvis, 2006, p. 29). Generally, teaching style is shaped by the teachers' teaching experiences, characters and the students whom they interact with (Simovic et al., 2014).

Undergraduates in science programs mean students studying in a program of study relating to science, health science or technology (see details in Chapter 3).

Undergraduates in social science programs mean students studying in a program of study relating to art, language, business or law (see details in Chapter 3).

CHAPTER 2

LITERATURE REVIEW

With the study's main aim of exploring and comparing the perceptions toward effective English language teacher characteristics of Thai undergraduates in science and social science programs, the literature relating to this study includes that on (i) effective teaching (especially that relating to English language teaching); (ii) characteristics of effective English language teachers; and (iii) other desirable characteristics for effective English language teachers in the 21st century. Previous studies concerning the effective English language teacher characteristics (henceforth called "EELT characteristics") in both Thai and non-Thai contexts are also reviewed to provide a big picture of what has been discovered so far on this topic.

2.1 Effective Teaching

Effective teaching is a concept that is not easy to pin down mainly because of its "complex and multidimensional nature" (Ichebah, 2020, p. 128). A review of literature concerning this concept shows that effective teaching involves several factors (Ichebah, 2020; Stronge, 2007). For example, Brosh (1996, as cited in Ichebah, 2020, p. 130) postulated that effective teaching is a result of an interplay of various factors in classroom communication and interaction processes while these factors include "teacher-student interaction styles, teaching methods, planning and organization, interest and attention in the class, and importance of teacher's personality". Likewise, Stronge (2007) stated that "Effective teaching is the result of a combination of many factors, including aspects of the teacher's background and ways of interacting with others, as well as specific teaching practices" (p. 99). Additionally, Ichebah (2020) suggested that effective teaching comprises "teaching and the teacher, learning and the learner, instructional materials and activities, assessment techniques, and the context and environment where these factors interact and overlap" (p. 129).

As for effective English language teaching, Ichebah (2020) found that effective English language teaching is consistent with communicative and the learner-centered teaching approach. Additionally, based on a systematic review of documents concerning English language teaching (e.g., book, journal articles and reports), Ghimire (2019) concluded that there are five facets involving in an effective English language teaching: dynamic and effective teachers, active and creative learners, effective use of teaching materials, appropriate use of information and communication technology, and multiliteracy pedagogy in classroom.

All of the above propositions, especially those concerning effective English language teaching, are similar in the way that they consist of many factors, and these factors are interconnected. These propositions can serve as practical guidelines on how to bring about or implement an effective teaching in a language classroom. What is interesting here is that these propositions highlight teachers and students as the two key factors that can bring about effective teaching. In other words, teachers are not the only party responsible for effective teaching, but students also play a role in bringing about effective teaching. This is particularly true in case of English language teaching which aims to equip students with both knowledge and communication skills (Borg, 2006 as cited in Wichadee, 2010; Ghimire, 2019). Nevertheless, given that this study focuses on the EELT characteristics, only the characteristics of effective English language teachers were reviewed in the next section.

2.2 Characteristics of Effective English Language Teachers

Since the last decade, there have been a number of studies, both theoretical and empirical, exploring characteristics of effective teachers, especially those of English language teachers, in various contexts. In the same vein as the concept of effective language teaching, a concept of effective English language teachers is difficult to define given that “it is extremely complex and dynamic in that it changes according to the individuals involved in the context” (Tajeddin & Griffiths, 2020, p. 306).

A review of the studies relating to the EELT characteristics shows that many terms have been used interchangeably with the terms “effective” (e.g., “good”, “professional”, and “great”) and “characteristics” (e.g., “qualities”, “attributes”, and “personal traits”). Also, there is a general consensus among the reviewed literature (e.g., Dinçer et al., 2013; Harmer, 2007; Harmer, 2015; Stronge, 2007; Zamani & Ahangari, 2016) that to be an effective teacher, one needs to possess numerous characteristics. For instance, Stronge (2007) wrote in his book *Qualities of Effective Teachers* that to be effective teachers, ones are generally required to care about, respect, equally treat, encourage, motivate and have social interactions with their students as well as have good attitude toward their teaching profession and keep monitoring and improving their teaching practices. Although these characteristics are proposed for teachers in general, they can be fully applied and are similar to those suggested for English language teachers in Harmer’s (2015) book.

Harmer (2015) proposed in his book *The Practice of English Language Teaching* that good English teachers need to be knowledgeable of English language, know how to teach it, be passionate about their profession and students’ learning success, and be creative, flexible, fair and respectful of their students. Harmer also emphasizes the significance of building rapport between teachers and students in classrooms by stating, “In classes with good rapport, anything is possible because students think their teacher is a good teacher” (2015, p. 114).

In his earlier book about how to teach English, Harmer (2007, pp. 26-27) made certain suggestions on how English teachers can establish good rapport with students. These suggestions are remembering students’ names and something about them, listening to students both inside and outside the class, respecting students especially when correcting their mistakes and handling their misbehavior, being fair in getting all students to participate in class activities or lessons. In the same book, Harmer also explicated the types of knowledge that English teachers need to have. That is, in addition to English language which is the subject they teach, English teachers need to know good sources of English language teaching materials and references, how to use

teaching and learning equipment in classroom, and how to improve their teaching practices (2007, pp. 30-32).

Besides, Dinçer et al. (2013) reviewed over 30 articles in language teaching and classified key characteristics of effective English language teachers into four categories. The first category was socio-affective skills which encompass “motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students’ needs and providing a stress-free classroom atmosphere” (p. 3). The second category was pedagogical knowledge which can be conceived of as knowing how to teach a subject effectively; this knowledge covers a wide range of things from preparing and delivering lessons in an organized manner, explaining things clearly, arousing and maintaining students’ interests in lessons, giving positive feedback to integrating technology in teaching. The third category was subject-matter knowledge which simply refers to the teachers’ knowledge in the subject they teach. In case of English language teaching, teachers should know English grammar, lexicon, pronunciation; cultures of English speaking countries (Dinçer et al., 2013; Harmer, 2007), including pragmatics (Tajeddin & Griffiths, 2020). The final category was teachers’ personal characteristics which simply mean personal qualities of the teachers or what kind of person the teachers are. For English language teachers, the following personal characteristics are regarded as conducive to their teaching professions: ambitious, good sense of humor, eager, full of ideas, patient, tolerant, generous, optimistic, caring, understanding, flexible and having good attitudes towards their job (Dinçer et al., 2013, p. 5).

Apart from Dinçer et al. (2013), Barnes and Lock (2010) proposed taxonomy of effective English language teacher attributes based on their empirical study with Korean university students. This taxonomy which is grounded in Faranda and Clarke’s (2004) five categories of effective teacher attributes was presented in Table 2.1.

Table 2.1*Barnes and Lock's (2010) Taxonomy of Effective English Language Teacher Attributes*

Attribute	Description
Rapport	Being friendly, open, patient and accessible to students, having good relationship with students, understanding students' difference, having positive attitude and good sense of humor
Delivery	Being enthusiastic about teaching, using a variety of teaching and learning activities, engaging students in lessons, correcting students' writing and speaking mistakes, adjusting their teaching styles to suit students' need
Fairness	Treating all students fairly by giving attention to all students, grading students according to clear grading criteria, requiring students to work hard in class and do homework, preparing students for test or assessment
Knowledge and credibility	Being well qualified for and having sound content knowledge in English, especially grammar and vocabulary
Organization and preparation	Conducting teaching according to a syllabus, informing students of each lesson's objectives, being well-prepared for each class, producing and providing supplementary materials

Overall, Barnes and Lock's (2010) taxonomy has many things in common with other theoretical conceptualizations about effective language teacher characteristics previously reviewed. In the researcher's view, this taxonomy is a comprehensive list of the EELT characteristics for that it includes some detailed and unique characteristics (e.g., teachers should simplify their words or speak slowly when teaching) which were not found in other literature. These characteristics, which can be attributed to perceptions of the participants in Barnes and Lock's (2010) study (i.e., Korean university students), make this taxonomy suitable to be used for exploring university students' perceptions toward the same issue in other similar EFL contexts like those in China, Japan, and Thailand.

In conclusion, the reviewed literature shows that effective English language teachers are required to possess a multitude of characteristics which can be classified

into several themes or categories. Among all the characteristics found in the reviewed literature, rapport seems to be of the utmost significance as it was stated and highlighted in all the reviewed literature. One reason for its significance could be that rapport can create positive learning atmosphere which can reduce students' fear (Barnes & Lock, 2010) and enhance students' motivation in learning at the same time (Harmer, 2007; Harmer, 2015; Stronge, 2007; Zamani & Ahangari, 2016). Apart from rapport, effective English language teachers are required to have expertise in conducting their teaching and a sound knowledge of English. Last but not least, effective English language teachers need to have many positive personal traits such as caring, understanding, being supportive and accessible to their students.

2.3 Other Desirable Characteristics for Effective Teachers in the 21st Century

Thanks to the technological modernization in the recent decades, people's life in the 21st century has changed tremendously in many facets; one of these facets is formal education, i.e., teaching and learning practice in educational institutions. Today, educational institutions and teachers are no longer considered the only or main source of knowledge for students given that an abundance of knowledge can be accessed and acquired swiftly with the use of the Internet (Heredia-Arboleda et al, 2021). Recognizing this fact, certain scholars (e.g., Faulkner & Latham, 2016; Heredia-Arboleda et al, 2021; Kereluik et al, 2013; Tajeddin & Griffiths, 2020) carried out studies to discover other characteristics, in addition to those discussed in the previous section, teachers should have so that they can be effective teachers in the 21st century.

To know what qualities teachers should possess to teach effectively in the 21st century, Faulkner and Latham (2016) who are teacher educators conducted their study with six in-service teachers who were previously their teacher students. Using a narrative inquiry approach, Faulkner and Latham found that to be effective teachers in the 21st century, teachers should lead adventurous lives, be resilient and have creative problem-solving skills. To lead adventurous lives means that teachers in the 21st century have to welcome changes, take risks, be able to deal with fears and never stop learning. In fact, these traits are essential for anyone in the 21st century when life is full of new

kinds of problems. It is believed that if teachers possess these qualities, they will be likely to pass them onto their students easily. With regard to being resilient, this can be defined as “an adaptive response to stress and adversity; the ability to ‘bounce back’” (Faulkner & Latham, 2016, p. 144). Being resilient can help teachers to successfully manage any challenges or difficulties that keep happening both in their classrooms and their lives. Finally, having creative problem-solving skills was proposed by these two scholars on the grounds that in the 21st century, both teachers and learners have to deal with many kinds of unexpected problems to which common or existing solutions might not work efficiently. Although leading adventurous lives, being resilient and having creative problem-solving skills are believed to help teachers to effectively perform their job as teachers and equip their learners with the 21st century skills, all of them mutually shed light on one fact: a teaching profession in the 21st century is full of changes and not as predictable as before. Because of this fact, teachers in the 21st century need to be flexible, adaptive and tough.

Apart from Faulkner and Latham (2016), Heredia-Arboleda et al. (2021) reviewed and analyzed literature concerning English as a Foreign Language (EFL) teacher qualities and suggested that effective EFL teachers in the 21st century should have four qualities: being lifelong learners who always expand their own and their students’ knowledge; developing good rapport with students so as to help and encourage students to learn both inside and outside classroom; maintaining a good balance between their teaching practice and socialization with students; and being cross-cultural mediators who expose students to other cultures to see how those cultures are similar to or different from students’ own cultures. While the first three qualities overlap those discussed in the previous section, the last quality, i.e., being a cross-cultural mediator, corresponds well to the present phenomenon of the 21st century when people with different cultural backgrounds can communicate and interact with one another easily. This last quality is also comparable to an intercultural competence within Byram’s (2009) model of intercultural communicative competence.

Besides, Kereluik et al. (2013) conducted a systematic review of literature on teacher knowledge for the 21st century learning and made three significant suggestions

for teachers and teacher educators. First, to be effective teachers in the present century, teachers still need to have sound content knowledge of the subject they teach as suggested by several scholars in the previous section. Second, teachers are required to have technological knowledge, and they should know when and why they should use technology in their teaching. Third, it is essential for teachers to help their students acquire “cultural competence, emotional awareness and leadership skills” (p. 133) which are necessary skills in the 21st century when people around the globe can communicate and interact with ease as a result of technological advancement. These suggestions, by and large, correspond to Heredia-Arboleda et al.’s (2021) suggestions.

The studies reviewed in this section apparently show that the characteristics of effective English language teachers in the 21st century are quite similar to those discussed in the previous section. However, technological knowledge and intercultural competence are added to the list of such characteristics. In this regard, it is worthy of note that Faulkner and Latham’s (2016) findings could be viewed as what the teachers need to have in order to survive and keep their teaching profession in the 21st century whereas the findings from the other two studies could be regarded as skills and knowledge that can help teachers to effectively perform their jobs as English language teachers. In the researcher’s view, all suggestions relating to these findings do not only help teachers to teach better and effectively in the 21st century, but they can also help students to learn and acquire English language skills in a more practical way.

2.4 Studies on Effective English Language Teachers Characteristics

In the past few decades, numerous empirical studies were conducted to explore the EELT characteristics in various contexts. Set out below is a review of some of these studies which can be broadly divided into the studies conducted in non-Thai and Thai contexts.

2.4.1 Relevant Studies in Non-Thai Contexts

After proposing the taxonomy of effective English language teacher attributes in 2010, three years later, in 2013, Barnes and Lock carried out a quantitative study to investigate the Korean university students' perceptions toward effective foreign language teacher attributes. A 7-point rating scale questionnaire which had been developed based on the taxonomy and consisted of 42 items was used to collect data from 222 university students. Among the five categories of effective teacher characteristics within the taxonomy, delivery (i.e., instructional skills) was perceived by the students as the most important category, followed by knowledge and creditability, rapport, organization and preparation and fairness, respectively.

With a similar objective, Nghia (2015) investigated English language teacher characteristics that Vietnamese students perceived as being conducive to their English language learning. Using both interview and survey to collect data from 339 participants who learned English in English tutoring schools located in nine different cities in the south of Vietnam, Nghia found that twelve characteristics were perceived by the Vietnamese students as conducive to their English language learning. Among these twelve characteristics, teachers' mastery of English, pedagogical knowledge, classroom management skills and personal characteristics were the top four characteristics of teachers that Vietnamese students viewed as immensely facilitating them to learn English.

Zamani and Ahangari (2016) also carried out a study to explore characteristics of good English language teachers as viewed by 60 Iranian students studying bachelor degree and master degree at one university in Iran. The data were collected via a four-point rating scale questionnaire consisting of 60 items. The data analysis revealed that an ability to develop good relationship with students, build students' confidence and maintain discipline in the classroom were the top three characteristics that good English language teachers should possess while the least important characteristics were an ability to be flexible and use various teaching techniques, encourage students to learn English outside classroom and good communication skills.

In the same way as Nghia (2015), Said (2017) carried out a study to explore effective behavior of ELF teachers in promoting positive effects on ELF learning based on Chickering and Gamson's (1987) seven principles of good teaching and learning practice in undergraduate education. In this study, the researcher used a 6-point rating scale questionnaire and interview to collect data from 270 undergraduates at two private universities in Jakarta, Indonesia. It was found that using active learning, communicating high expectation (i.e., setting clear EFL learning goals) and giving prompt feedback were the behavior of EFL teachers that Indonesian students perceived as facilitating their English language learning.

Apparently, the key findings of the above-reviewed studies are different. These different findings can be attributed to various factors including but not limit to different contexts of these studies (Korea, Vietnam, Iran and Indonesia), different sample sizes, different programs and levels of study of the participants in each study. Given all these differences, it is interesting to ascertain whether or not the findings will be similar if the studies are conducted with participants having the same or similar cultural background and living in the same social context.

2.4.2 Relevant Studies in Thai Contexts

So far, several studies have been conducted to explore the perceptions of both teachers and students toward the EELT characteristics in Thai context. For instance, Meksophawannagul (2015) investigated the characteristics of effective EFL teachers and learners as viewed by 35 Thai EFL teachers and 613 EFL learners (i.e., engineering students) at a university with a use of online questionnaires. This study, which was based on Faranda and Clarke's (2004) five categories of effective teacher attributes, revealed that these two groups of participants held different views toward the EELT characteristics. While the teachers viewed that organization and preparation was the most important characteristic of effective English teachers, the learners viewed that rapport was the most important characteristic.

Similarly, Chanmanee (2018) carried out a study to find out characteristics of effective English language teachers according to the perceptions of teachers and students at one high school in Thailand. One hundred and sixty-nine 12th grade students and 25 English language teachers participated in this study. The data collected via both questionnaire survey and semi-structured interview illustrated that the teachers and students had different views toward the EELT characteristics: while teachers considered socio-affective skill the most important, pedagogical knowledge was the characteristic viewed by students as the most important.

In addition to the above studies which explored the perceptions of both teachers and students, some studies were conducted to investigate students' perceptions toward the EELT characteristics per se. In this regard, four studies were found to explore the perceptions of Thai university students on such topic. First, Wichadee (2010) conducted a mixed methods study to discover the EELT characteristics in the view of Bangkok University students whereby these characteristics were classified into four categories, i.e., English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills. Using a five-point rating questionnaire and semi-structure interview to collect the data, the study showed that all of the four categories were perceived by the students as highly important for being effective English language teachers. In this regard, quantitative data from the questionnaire showed that organization and communications was rated as the most important category, followed by socio-affective skills; likewise, qualitative data from the interview illustrated that effective teachers are those who were well-prepared for their teaching.

Second, Chen (2012) conducted a qualitative study to explore favorable and unfavorable characteristics of EFL teachers as perceived by Thai university students who studied in science field. Using open-ended questionnaire and semi-structured interview to collect data, Chen found that the favorable and unfavorable characteristics of EFL teachers could be divided into personal trait-related and classroom teaching-related characteristics. According to the study, teachers' kindness (personal trait-related characteristic) and good teaching skills (classroom teaching-related characteristic) were regarded as the most important characteristics of effective EFL teachers.

Next, Chumworatayee (2021) explored the perceptions of Thai undergraduates and graduates toward effective English language teacher attributes by using Barnes and Lock's (2013) questionnaire. Interestingly, both groups of the students had both similar and different views toward effective English language teacher attributes. These two groups of students similarly viewed that rapport was the most important attribute, followed by organization and preparation while delivery was rated as the least important attribute by both groups. On the other hand, undergraduate students perceived fairness to be more important than knowledge and credibility, but graduate students viewed that knowledge and credibility were more important than fairness.

More recently, Wangdi and Shimray (2022) carried out a qualitative study to investigate Thai university students' perceptions toward effective EFL teacher qualities. Using the data collection method called photovoice which "allows individual researchers to uncover a deeper understanding of participants' perspectives of community through a specific photographic technique" (Wangdi & Shimray, 2022, p. 810), the researchers found that classroom instructional skills, mastery of English knowledge, pedagogical knowledge and socio-affective skills were the four qualities viewed by the 26 participants as essential qualities of effective EFL teachers.

2.5 Conclusion

The previous studies on the EELT characteristics both in Thai and non-Thai contexts were generally conducted as a quantitative, qualitative or mix methods study in which either a questionnaire or interview or both instruments were used as data collection methods. An exception applies to the most recent study by Wangdi and Shimray (2022) in which a photovoice method was employed. According to Wangdi and Shimray, the photovoice method "allows individual researchers to uncover deeper understanding of participants' perspectives of community through a specific photographic technique" (p. 810). In simpler terms, this method can help elicit and reveal the participants' views, both obvious and subtle, toward something abstract or subjective. Also, it has been popularly used in studies which investigate viewpoints or attitudes of marginalized groups such as the disabled and refugees because this method

can empower the participants to express their thoughts through their stories with photos (Wangdi and Shimray, 2022). Nevertheless, this method seems to be more complicated and take more time to be completed than the questionnaire and interview. Because of its complexity and time-consuming nature, the number of participants to partake in a study with the photovoice method tend to be limited. With these limitations, the photovoice method might not be suitable for the study that has a tight timeframe and involves a large number of participants like the present study.

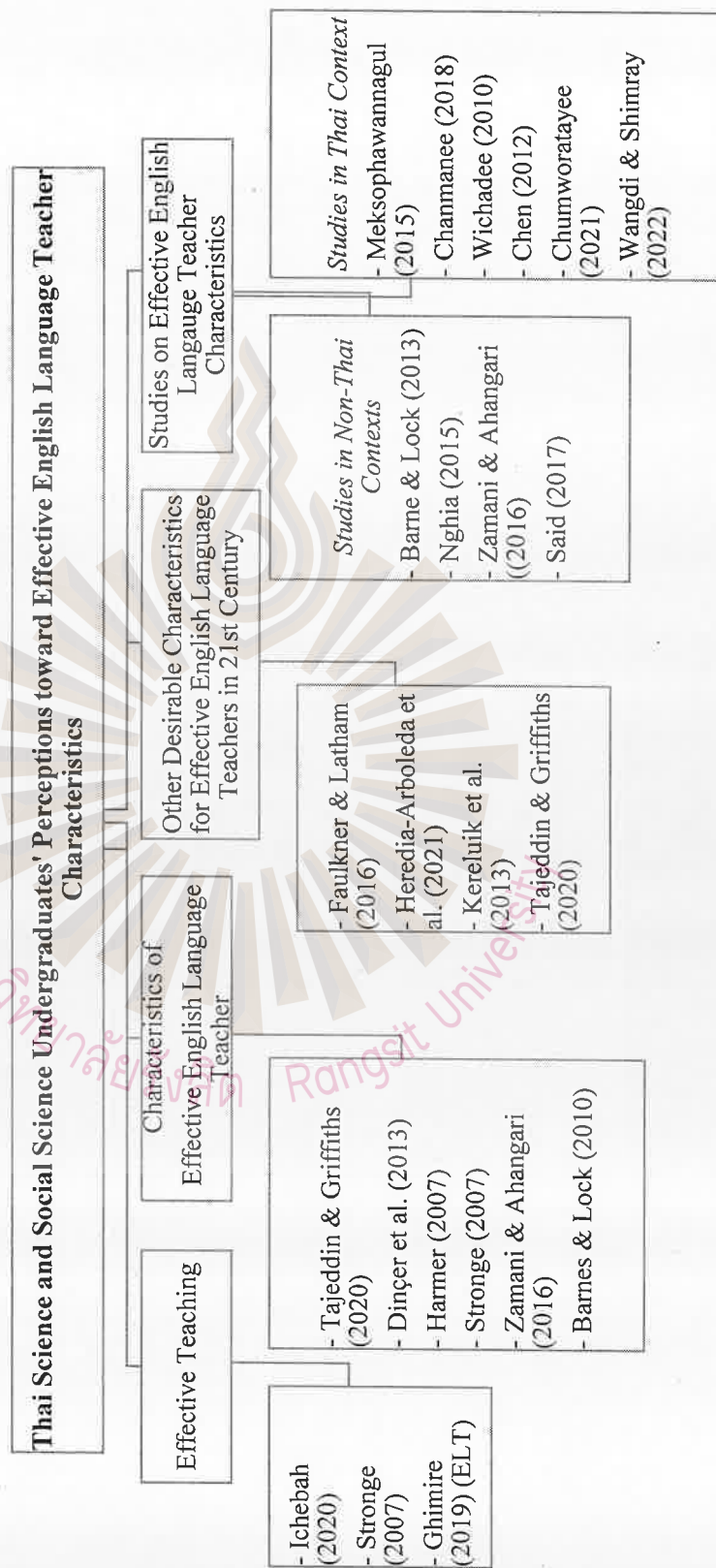
Nevertheless, despite different ways of collecting data, all the reviewed studies yielded similar findings with a key difference in the characteristics that are regarded as highly important by the research participants. Knowing the “highly important” characteristics perceived by students can certainly inform the teachers in each educational setting of their students’ expectation of English language teachers. This understanding can help the teachers to better fulfill their students’ needs which can, in turn, enhance the students’ success in and satisfaction with English language learning.

Finally, the different findings concerning the most important characteristic of effective English language teachers shown by the reviewed studies reflect that the topic of EELT characteristics is context-sensitive, i.e., these characteristics depend largely on where and from whom the data are collected. Because of this context-sensitivity, it is worthwhile for each educational institution to investigate this topic.

2.6 Conceptual Framework

Figure 2.1

Conceptual Framework of the Study



CHAPTER 3

METHODOLOGY

This chapter presents the details on how the study was conducted to answer the study's research questions. This chapter is divided into six sections, namely research design; population and sample selection; research instrument development and testing; data collection in compliance with ethical considerations; data analysis and overall research procedure.

3.1 Research Design

This study was designed as mixed methods research, using both quantitative and qualitative data. Creswell and Plano Clark (2018, as cited in Creswell & Guetterman, 2019) described that a mixed methods research design is a combination of both quantitative and qualitative research methods within one study. As for the underlying principle of this research design, Creswell and Guetterman (2019) explained that "the use of both quantitative and qualitative methods, in combination, provides a better understanding of the research problem and questions than either method by itself" (p. 545).

The mixed methods design was selected as an overarching design of this study for two reasons. First, given that both qualitative and quantitative methods have their own strengths and weaknesses, a combination of them is likely to help overcome the limitation of a single method and provide comprehensive findings to answer the study's research questions. Second, under the mixed methods design, researchers can "follow up a quantitative study with a qualitative one to obtain more detailed, specific information than can be gained from the results of statistical tests" (Creswell & Guetterman, 2019, p. 545).

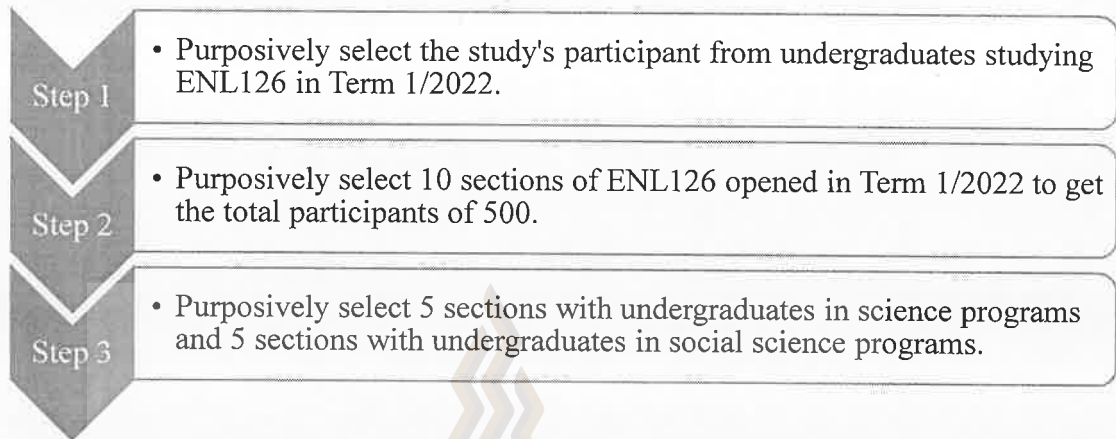
The second reason above sheds light on the type of mixed methods design adopted for this study, i.e., explanatory sequential mixed methods. According to

Creswell and Guetterman (2019, p. 554), the explanatory sequential mixed methods design consists of two phrases. In the first phase, quantitative data are collected and analyzed. Then, the data analysis results from the first phrase will be used to plan or build on to the second phase which is qualitative by nature; in this regard, the qualitative data which are subsequently collected will be used to explain the previously-collected quantitative data. The explanatory sequential mixed methods design clearly matches the researcher's plan to collect the quantitative data prior to qualitative data. Details of this will be provided in the later section of this chapter.

3.2 Population and Sample Selection

The population of this study were undergraduates in Rangsit University, a leading private university in Thailand (hereinafter called "RSU"). As of August 2022 when this study was started, according to the RSU's Registrar Office, there were approximately 22,000 undergraduates and graduates enrolling at this university. With regard to the precise number of undergraduates per se, this information was confidential according to the RSU's Registrar Office. However, based on the researcher's observation and research into available resources (e.g., the RSU's intranet system), the number of undergraduates per se in 2022 could be around 15,000 to 18,000. This was the rough number of the population to which the findings of this study could be directly generalized.

Given that this study aimed to explore the perceptions of the undergraduates in science and social science programs toward the EELT characteristics, a 3-step purposive sampling method was used to select the study's sample, i.e., the study's participants. This sampling method was used because it could help ensure that the undergraduates from both programs would constitute the study's participants in equal number. Figure 3.1 presents this sampling method.

Figure 3.1*3-Step Purposive Sampling Method*

As implied by the study's objective, the study's participants were divided into two groups: undergraduates in science programs (hereinafter called "science participants") and undergraduates in social science programs (hereinafter called "social science participants"). On the one hand, the science participants were undergraduates in the following colleges, faculties or institution: College of Medicine, College of Dental Medicine, College of Pharmacy, College of Oriental Medicine, College of Biomedical Engineering, College of Engineering, College of Digital Innovative Technology, College of Agricultural Innovation and Food Technology, Faculties of Science, Nursing, Physical Therapy and Sports Medicine, Medical Technology, Optometry, Radiological Technology, and Aviation Institution. On the other hand, social science participants referred to undergraduates in the following colleges or faculties: College of Communication Arts, College of Liberal Arts, College of Social Innovation, College of Tourism, Hospitality and Sports, College of Sports, College of Design, Conservatory of Music, Faculties of Law, Criminology and Justice Administration, Political Science, Business Administration, Accountancy, Economics, Architecture, and Digital Art.

In step 1 of the sampling method, the science participants and social science participants were drawn from the undergraduates taking English in Technology, Entertainment and Design course (hereinafter called "ENL126") in term 1 of academic

year 2022 (Term 1/2022) on the grounds that during the time when this study was conducted, ENL126 was one of the two compulsory foundation English courses that all RSU undergraduates must take and pass in order to graduate. Put simply, RSU undergraduates from all faculties, colleges and institutes must take this course. Also, usually, term 1 was the term when most RSU undergraduates took ENL126. Based on these two facts, it was deemed appropriate to select the two groups of participants from ENL126 course in Term 1/2022.

In step 2, the number of the participants was determined. As of mid-August 2022, 84 sections of ENL126 were opened for undergraduates in Term 1/2022. Generally, there were approximately 50 students in each section, and each section usually consisted of students studying in the same faculty, college or major. This means that at the time when this study was conducted, there were approximately 4,200 undergraduates enrolling on ENL126. With these facts and figures, the students in 10 sections of ENL126 were purposively selected to be the study's participants, resulting in that there were around 500 participants in this study. This number of participants was deemed appropriate thanks to the following reasons. First, the number of 500 participants, representing 3.3% of the rough total number of the RSU undergraduates in 2022 and nearly 12% of ENL126 students in Term 1/2022, was large enough to show overall perceptions of the RSU undergraduates toward the EELT characteristics. Also, the number of 500 is in fact greater than sample sizes of 385-390 and 370-375 shown in Yamane's (1967) and Krejcie and Morgan's (1970) sample size tables, respectively.

In step 3, the 10 sections were selected based on a condition that these 10 sections were not taught by the researcher. Put simply, the researcher did not ask ENL126 students directly taught by her in Term 1/2022 to be participants in this study in order to avoid any conflict of interest that may occur (i.e., the participants feel uncomfortable to answer the questionnaire or interview questions freely due to the researcher's possible influence on their score or grade). Also, the 10 sections were divided into five sections of science participants and five sections of social science participants. The five sections of each participant group were carefully selected to ensure that undergraduates from a variety of faculties or colleges within the same

discipline of either science or social science were included in each group; this is to help enhance the perceptions drawn from each group to be representative perceptions of each discipline.

3.3 Research Instrument Development and Testing

Two research instruments were employed to collect the data from the study's participants. In line with the explanatory sequential mixed methods design earlier discussed, the first instrument was a questionnaire concerning the EELT characteristics. This questionnaire was adapted from Barnes and Lock's (2013) 7-point rating scale questionnaire with an addition of the characteristics concerning teachers' knowledge and expertise in using and integrating technology as well as intercultural competence into their teaching. These two characteristics were added to reflect the characteristics that effective English language teachers need to effectively perform their job in the 21st century as discussed in Chapter 2.

Besides, the original 7-point rating scale was reduced to 4-point rating scale to help the participants save time in completing the questionnaire and to avoid the respondents' misuse of the midpoint (i.e., neutral) as a way out when they were ambivalent or did not care about the issue raised in each question item (Chyung et al., 2017). In simpler terms, the midpoint on the rating scale was often selected by respondents even when their actual opinion on the issue was not neutral. Additionally, the studies by Raaijmakers, et al. (2000, as cited in Chyung et al., 2017) and Garland (1991, as cited in Chyung et al., 2017) revealed that adolescent respondents tended to choose the midpoint to avoid giving answers or showing opinions that are different from mainstream answers or social expectations concerning the issues raised in the question items. Based on the above facts and to ensure that the findings of this study can reveal characteristics perceived by the participants as important for effective English language teachers, a 4-point rating scale questionnaire was considered appropriate for this study.

The questionnaire was designed to consist of three parts (See Appendix 1). Part 1 was designed to collect the participants' personal and background information. Part

2 consisted of one open-ended question and 45 items of the EELT characteristics in which the participants were asked to show their degree of agreement with each of these characteristics based on a 4-point scale ranging from (1) strongly disagree to (4) strongly agree. These 45 items were based on Barnes and Lock's (2010) taxonomy of effective English language teacher attributes which could be categorized into five groups of rapport, delivery, fairness, knowledge and creditability, and organization and preparation earlier discussed in Chapter 2. Part 3 consisted of two questions asking the participants about effective English language teachers' influence on their learning motivation and English communication competence. Also, the questionnaire was prepared in Thai to ensure the participants' full understanding of its contents. Overall, the participants spent around 10-15 minutes to complete the questionnaire.

The second instrument used for data collection was focus group interview guided by an interview protocol consisting of 10 questions (See Appendix 2). This instrument was employed to elicit in-depth information concerning the participants' perceptions toward the EELT characteristics including further clarification of any emerging data found in the questionnaire data. Also, the focus group interview was employed rather than a one-on-one interview on the grounds that the focus group interview enables each participant to hear the opinions of other participants which s/he may overlook, and after hearing these opinions, each participant may refine his/her thoughts by using those opinions before sharing what they think in the interview (Hennink, 2014, pp. 2-3, as cited in Merriam & Tisdell, 2016, p. 114). In this way, the focus group interview was likely to help the researcher to gain more diverse and richer data.

To ensure that both instruments are valid and reliable, an item-objective congruency (IOC) test and a pilot study were performed. Specifically, three experts in English language teaching (ELT) field were invited to perform the IOC test of each item on the questionnaire and the interview protocol to ensure the questionnaire's and interview protocol's validity. According to the IOC test's results, all items on the questionnaire and the interview protocol were rated from 0.6 to 1. These results, which are greater than the acceptance score of 0.5 as recommended by Rovinellin and

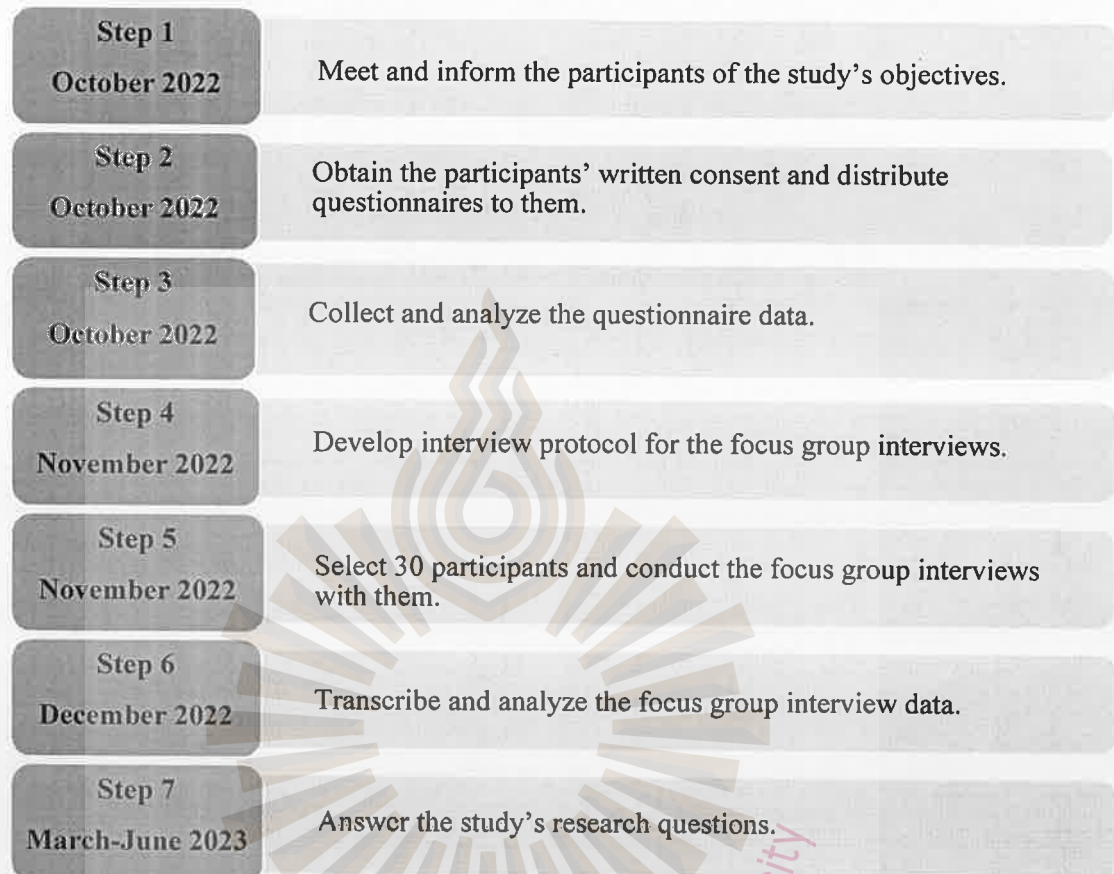
Hambleton (1997, as cited in Turner & Carlson, 2003), showed that each item on both instruments was valid (i.e., measure what it is targeted to measure).

In addition to the IOC test, a pilot study was performed to serve two purposes: (i) to measure internal consistency reliability in the type of Cronbach's Alpha of the rating scale items in the questionnaire and (ii) to test the validity and reliability of the interview protocol. In this regard, 40 students in one section of ENL126 who were not selected to participate in this study were asked to complete the questionnaire. Then, their answers to the rating scale items were run through the PASW.21 statistical package to test the questionnaire's internal consistency reliability. The test showed that these items were reliable given that the Cronbach's Alpha was 0.877 which is above 0.70, the minimum value suggested by Nunnally and Bernstein (1994). As for the interview protocol, the researcher conducted a mock interview using the interview protocol with seven undergraduates taking other English courses provided by Rangsit English Language Institute (RELI) which is the researcher's affiliation. The mock interview revealed that all questions in the interview protocol were comprehensible and could yield the intended data.

3.4 Data Collection Procedure in Compliance with Ethical Considerations

Once the participant selection, validation and reliability test of the data collection instruments were completed, the data collection procedure began in October 2022. During the course of the data collection, ethical considerations relating to this study were strictly adhered to in order to protect the study's participants against any risk or harm that might result from their participation in this study.

The data collection procedure was divided into two phases: quantitative data collection through questionnaires and qualitative data collection via focus group interviews. Altogether, the whole data collection procedure consisted of seven steps as shown in Figure 3.2.

Figure 3.2*Data Collection Procedure*

As shown in Figure 3.2, Steps 1-3 took place in October 2022. First, the participants in the ten selected sections of ENL126, totaling 487 participants, were briefed on the study's objectives and provided with written consent forms. They were officially informed that their participation in this study was on a voluntary basis; that is, their decision to participate or not to participate in the study was exclusively theirs, and whatever decision they made would not have any positive or negative consequence on their scores or grades in ENL126. Also, they were free to opt out of the study anytime, and all the information they provided in this study would be anonymized, kept confidential, and destroyed immediately after this study was completed. Additionally, the participants were informed that this study, including its questionnaire and interview protocol that would be used to collect data from them had been submitted to the

Research Ethics Office of Rangsit University for consideration and review to ensure that this study was appropriate and would not cause any risk to them.

Second, the consent forms to participate in the study were distributed to the participants to sign. In this regard, 425 participants signed the consent forms. After signing the consent forms, these participants were given questionnaires to complete by the research assistant, not the researcher herself, to avoid any influence of the researcher on the participants' answers to the questionnaires.

Third, after the participants finished completing the questionnaires, the completed questionnaires were collected by the research assistant. However, it was later found that eight sets of the 425 returned questionnaires were not fully completed. As such, the data from only 417 sets of the completed questionnaire were used for data analysis which took place in the last two weeks of October, 2022. The quantitative data in these questionnaires were analyzed by two statistical methods while the qualitative data therein were analyzed by thematic analysis. Details of the statistical methods and thematic analysis were provided in the next section.

Fourth, after the questionnaire data were analyzed, the analysis results were used to revise the interview protocol previously prepared to make sure that it can be used to elicit the in-depth information from the participants as much as possible. In the same way as the questionnaire, the revised interview protocol was sent to the three ELT experts to perform the IOC test to ensure its content validity. After the IOC test was completed, the interview protocol was revised, and its final version consisted of 10 questions as shown in Appendix 2. This fourth step took place in the first week of November, 2022.

Fifth, 30 participants consisting of 15 science students and 15 social science students were selected to participate in the focus group interviews. This number of 30 participants, representing approximately 7% of the total participants, was set for the focus group interviews on the grounds that it was a manageable number within the timeframe of this study. Nevertheless, after an invitation to join the focus group

interview was sent to the 30 selected participants, only 25 participants (i.e., 12 science participants and 13 social science participants) volunteered, consented and confirmed that they were available to take part in the interviews at the specified dates and times. Given that these 25 participants (hereinafter called “interview participants”) studied in four different programs, the researcher arranged four focus groups interviews with them during the last two weeks of November 2022.

The four focus group interviews were conducted online via ZOOM VDO conference application in light of the COVID-19 pandemic situation during that time. Each interview lasted approximately 45-70 minutes, and all of them were conducted in Thai for ease of communication between the researcher and the interview participants. To protect the rights and confidentiality of the interview participants in compliance with good ethical considerations for conducting research, during the interview, the interview participants’ names were replaced with pseudonyms or codes. At the beginning of the interview, the interview participants were again informed that all information provided by them during the interview would be kept confidential and would be destroyed immediately after this study was completed. They were also reminded that if they feel uncomfortable to answer any questions or at any point during the interview, they are free to skip those questions or withdraw themselves from taking part in this study. For further transcription of the interviews, all the interviews were recorded with the interview participants’ consent. More details of the four focus group interviews including the interview participants can be found in the next Chapter where the study’s findings were reported and discussed.

Next, once the four focus group interviews were completely conducted, the interview records were transcribed and analyzed by thematic analysis. This step took place between December 2022 and February 2023.

Finally, the findings from the questionnaire and interview data analyses were analyzed together to answer the study’s three research questions. This final step lasted for six months from March to September 2023. Details of this step were provided in the next Chapter.

3.5 Data Analysis

As stated earlier, the quantitative data were analyzed by two statistical methods: descriptive and inferential statistics. First, the descriptive statistics in types of frequency, mean, maximum, minimum, percentage, and standard deviation (S.D.) were used to analyze the quantitative data from the questionnaires in order to exhibit the participants' demographics including their overall perceptions toward the EELT characteristics. Subsequent to the descriptive statistical analysis, findings from the 45 items of 4-point rating scale in Part 2 of the questionnaire were interpreted in accordance with the details in Table 3.1 below which were adapted from the interval and descriptions suggested by Todd (2011, p.75).

Table 3.1

Four-Point Likert Scale Interpretation

Point	Interval	Description	Interpretation
1	1.00-1.75	strongly disagree	Not important at all
2	1.76-2.50	disagree	Not important
3	2.51-3.25	agree	Important
4	3.26-4.00	strongly agree	Very important

On the other hand, the inferential statistic in type of independent samples t-test was used. In general, the independent samples t-test is used to compare means of two independent groups to determine whether any statistical difference exists between them (Kent State University, 2023). In this study, this t-test was used to compare means and standard deviations of the science participants' and social science participants' perceptions to ascertain whether there was any statistical difference in their perceptions toward the EELT characteristics.

With regard to the thematic analysis, this analysis method was applied to the qualitative data obtained from Question 2.1 in Part 2 of the questionnaires and the focus group interview data. According to Caulfield (2022), thematic analysis is a method in which researchers closely analyze the data which are usually in the text form in order

to identify any common or recurring themes within that set of data. Caulfield also suggested that thematic analysis is a recommended analysis method if the researchers are interested in knowing people's opinions or views toward someone or something.

To answer the first two research questions which sought to explore the science participants' and social science participants' perceptions toward the EELT characteristics, respectively, the descriptive statistical findings from the questionnaires and the thematic analysis findings of the focus group interviews would be triangulated together through a methodological triangulation technique. According to Yeasmin and Rahman (2012, p. 157), the methodological triangulation is a use of different data collection methods to obtain data from the same source of the data in order to crosscheck and confirm the findings. In this study, the methodological triangulation was used to find out whether there is any consistency or inconsistency between the questionnaire and interview findings so as to obtain the most comprehensive answers to the first two research questions.

For the third research question, the inferential statistical findings from the questionnaires would be used to answer this question; however, these findings were also be triangulated with the qualitative findings from the focus group interviews of the two participant groups in order to provide the thorough answer to this question.

3.6 Overall Research Procedure

Overall, the procedure for conducting this study could be summarized as shown in Table 3.2 below.

Table 3.2*Overall Research Procedure*

Steps	Activities
1	Prepare a research proposal <ul style="list-style-type: none"> • Set research objectives and research questions • Identify population and sample group in the study • Develop research instruments
2	Submit the research proposal to the Research Ethics Office of Rangsit University to apply for a certificate of ethical approval for the research under the proposal
3	Invite the selected participants to participate in the study (Please see details in the Population and Sample Selection section)
4	Obtain the participants' written consent form and collect data (Please see details in the Data Collection Procedure in Compliance with Ethical Considerations section)
5	Analyze data (Please see details in the Data Analysis section)
6	Answer the research questions
7	Write up a full paper of the study



CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, findings from data analysis are presented to answer the study's research questions. The chapter begins with a presentation of the participants' demographic findings. Next, the findings concerning the participants' perceptions toward effective English language teachers' influence on their English learning motivation and English communication competence are provided to give an overview of the participants' perceptions on such issues. After that, the findings from the quantitative and qualitative data analyses of each participant group are presented to answer the following research questions:

1. What are effective English language teacher characteristics as perceived by Thai undergraduates in science programs?
2. What are effective English language teacher characteristics as perceived by Thai undergraduates in social science programs?
3. How are the perceptions toward effective English language teacher characteristics of undergraduates in science and social science programs similar or different from each other?

To answer the above research questions, the findings are presented in the above order of the questions. For the first two questions, the findings from the questionnaires were presented first, followed by the findings from the focus group interviews. These findings were then triangulated and compared to determine their consistency or inconsistency, and discussions were held concurrently. For the third question, inferential statistical findings from the questionnaires were presented first in the same way as the first two questions. These inferential statistical findings were then discussed in comparison with the answers to the first two questions before drawing a conclusion of whether or not and to what extent the perceptions toward the EELT characteristics of the undergraduates in science and social science programs were similar or different.

4.1 Demographic Findings

The participants' demographic findings were divided into those of the questionnaire respondents and those of interview participants as delineated below.

4.1.1 Questionnaire Respondent's Demographic Findings

Four hundred and seventeen (417) sets of the questionnaire were used for data analysis. In this regard, the descriptive statistics in type of frequency, percentage, mean and standard deviation were employed to analyze quantitative data from the questionnaires. Table 4.1 shows the demographic findings of the questionnaire respondents.

Table 4.1

Questionnaire Respondents' Demographic Information

Demographic information	Science participants (n=215)		Social science participants (n=202)		Total (n=417)	
	n	%	n	%	n	%
Gender						
Male	70	32.6	71	35.1	141	33.8
Female	142	66.0	127	62.9	269	64.5
Others	3	1.4	4	2.0	7	1.7
Age						
18 years old	104	48.4	104	51.5	208	49.9
>18 years old	111	51.6	98	48.5	209	50.1
Length of English language study						
1-5 years	4	1.9	16	7.9	20	4.8
6-10 years	45	20.9	51	25.2	96	23.0
>10 years	166	77.2	135	66.8	301	72.2
Types of learner						
Active learner	14	6.5	17	8.4	31	7.4

Passive learner	90	41.9	87	43.1	177	42.4
Mixed between active & passive learner	111	51.6	98	48.5	209	50.1
Self-evaluation of English communication competence						
Cannot communicate at all	9	4.2	14	6.9	23	5.5
A little	123	57.2	111	55.0	234	56.1
Moderately	78	36.3	70	34.7	148	35.5
Well	5	2.3	7	3.5	12	2.9

According to Table 4.1, females (64.5%) constituted the majority of the questionnaire respondents. Also, nearly three-fourth (72.2%) of the respondents reported that they had studied English for more than 10 years. Additionally, half of the questionnaire respondents (50.1%) considered themselves to be mixed between active and passive learners, followed by 42.4% who viewed themselves as passive learners. As for a self-evaluation of their English communication competence, 56.1% of the respondents reported that they could communicate in English a little, and 35.5% reported that they could communicate in English moderately. In addition to the above findings, a close analysis of the demographic data based on a division of the study's participants into two groups reveals that the two groups of participants (i.e., science and social science participants) had comparable demographics in terms of gender, age, length of English language study, type of learners, and self-evaluation of their English communication competence.

4.1.2 Interview Participants' Demographic Findings

Twenty-five interview participants, representing nearly 6% of the total participants, volunteered and consented to partake in the four focus group interviews which were arranged based on their programs of study. Table 4.2 shows relevant demographic information of the interview participants.

Table 4.2*Interview Participants' Demographic Information*

Group	Program of study	Faculty/College	Interview participant	Gender
1	Science	College of Digital Innovative Technology	S1	Female
			S2	Female
			S3	Female
			S4	Female
			S5	Male
			S6	Male
			S7	Male
2	Science	Faculty of Physical Therapy and Sport Medicine	S8	Female
			S9	Female
			S10	Female
			S11	Female
			S12	Male
3	Social Science	College of Communication Arts	S13	Female
			S14	Female
			S15	Female
			S16	Female
			S17	Female
			S18	Female
			S19	Female
			S20	Female
4	Social Science	College of Liberal Arts (Japanese major)	S21	Female
			S22	Female
			S23	Female
			S24	Female
			S25	Male

According to Table 4.2, 12 science students and 13 social science students participated in the four focus group interviews. These 25 interview participants studied in four different programs of study with details as shown in the table. In the same way as the questionnaire respondents, most interview participants (80%) were females.

Although females seemed to be the main source of the questionnaire and interview data, gender was not the main focus of this study given that this study primarily aimed to explore the perceptions of the undergraduates based on their programs of study (i.e., science and social science), rather than their genders.

4.2 Participants' Overall Perceptions toward Effective English Language Teachers' Influence on Their English Learning Motivation and English Communication Competence

Part 3 of the questionnaire consisted of two questions which had been designed to elicit the participants' perceptions about effective English language teachers' influence on their motivation to learn English and the degree to which they think that effective English language teachers could inspire or help them to communicate in English. Table 4.3 shows the questionnaire respondents' answers to these two questions.

Table 4.3

Effective English Language Teachers' Influence on Learners' Motivation and English Communication Competence

Effective English language teachers' influence on participants'	Science Participants (n=215)		Social Science Participants (n=202)		Total (n=417)	
	n	%	n	%	N	%
Motivation to learn English						
Little	2	0.9	6	3.0	8	1.9
Moderate	52	24.2	50	24.8	102	24.5
Great	161	74.9	146	72.3	307	73.6
English communication competence						
Little	3	1.4	6	3.0	9	2.2
Moderate	54	25.1	65	32.2	119	28.5
Great	158	73.5	131	64.9	289	69.3

Table 4.3 shows that both science and social science participants shared similar perceptions; that is, effective English language teachers can greatly motivate them to learn English (73.6%) and can greatly inspire or help them to communicate in English (69.3%). These findings correspond to the proposition made by several scholars (e.g., Akbari & Allvar, 2010; Ekiz & Kulmetov, 2016; Phothongsunan, 2015) that English language teachers have a significant influence on learners' motivation and success in English language learning.

4.3 Science Participants' Perceptions toward Effective English Language Teacher Characteristics

This part begins with a presentation of the number and faculties or colleges of the science participants to provide a big picture of who these participants were. Then, analysis results of their answers to Questions 2.1 and 2.2 in the questionnaires, including the focus group interview data from Groups 1 and 2 were presented and discussed to answer the first research question of "What are effective English language teacher characteristics as perceived by Thai undergraduates in science programs?"

4.3.1 Science Participants' Information

The science participants (n=215) studied in five different programs under the science discipline. These five programs accounted for one-third (33.33%) of the total 15 science programs available at RSU. In this regard, the majority of science participants were those studying in the College of Digital Innovation Technology, followed by those in the Faculty of Physical Therapy and Sports Medicine, Faculty of Optometry, College of Engineering, and Faculty of Medical Technology in a respective order. Table 4.4 shows the number and percentage of the science participants taking part in this study.

Table 4.4*Science Participants' Information*

Faculty/College	n	%
College of Digital Innovation Technology	59	27.4
Faculty of Physical Therapy and Sports Medicine	47	21.9
Faculty of Optometry	43	20
College of Engineering	34	15.8
Faculty of Medical Technology	32	14.9
Total	215	100

4.3.2 Questionnaire Findings

Part 2 of the questionnaire was designed to elicit answers concerning the participants' perceptions toward the EELT characteristics. This part consisted of two questions. Question 2.1, an open-ended question, asked the participants to briefly describe "effective English language teachers" in their views. Thematic analysis of the science participants' answers to this question revealed certain recurring themes that fall within the delivery and rapport categories under Barnes and Lock's (2010) taxonomy of effective English language teacher attributes. Table 4.5 presents these recurring themes.

Table 4.5*Recurring Themes from Science Participants' Descriptions of Effective English Language Teachers*

Category	Effective English language teachers are those who
Delivery	<ul style="list-style-type: none"> • teach and help students understand lessons (70) • teach by letting students practice using English for real-life communication (61) • teach lessons in fun and engaging manners (55) • use a variety of teaching techniques (25) • do not rush in their teaching (15)

- Rapport
- are caring and understanding (68)
 - encourage students to communicate in English (50)
 - understand students' different levels of English competencies (45)
 - do not insult, pressure or make fun of students when they make mistakes in speaking (29)
 - can give advice or be counsellor of students (15)

Note. The number at the end of each description indicates the number of science participants giving that description.

On the other hand, Question 2.2 asked the participants to rate the importance of the 45 EELT characteristics by indicating their agreement with these characteristics based on a 4-point scale ranging from (1) strongly disagree to (4) strongly agree. As earlier stated, these characteristics were adapted from Barnes and Lock's (2010) taxonomy of effective English language teacher attributes which could be classified into five categories of rapport, delivery, fairness, knowledge and creditability, and organization and preparation. The statistical analysis of the participants' answers to this question unveiled that among the five categories, rapport was rated by the science participants as the most important category, followed by knowledge and credibility, fairness, delivery, and organization and preparation. Table 4.6 presents details of these findings.

Table 4.6

Means, Standard Deviations and Rank Orders of Science Participants' Perceptions Regarding Five Categories of Characteristics

Category	M	S.D.	Rank
Delivery	3.60	0.34	4
Organization and Preparation	3.59	0.46	5
Fairness	3.65	0.47	3
Knowledge and Credibility	3.70	0.39	2
Rapport	3.72	0.47	1

Besides, among the 45 EELT characteristics, the top five important characteristics as viewed by the science participants were in the categories of delivery and rapport while the characteristic receiving the lowest mean score was in the delivery category. Table 4.7 shows mean and standard deviation of each EELT characteristic, including the top five and the least important EELT characteristic as perceived by the science participants.

Table 4.7

Science Participants' Perceptions on 45 EELT Characteristics

Item	Effective English Language Teacher Characteristics	M	S.D.	Rank
Delivery				
1	Be enthusiastic about teaching	3.80	0.43	1
2	Teach in English most of the time	3.27	0.64	
3	Speak English slowly and clearly	3.60	0.63	
4	Use general English vocabulary or easy words when communicating with students	3.58	0.55	
5	Use a variety of teaching techniques	3.65	0.60	
6	Let students do activities in pair or in group	3.43	0.75	
7	Integrate technology in teaching	3.73	0.53	
8	Use a variety of media and games to support teaching	3.59	0.66	
9	Give clear explanations and use real-life examples when teaching	3.75	0.48	
10	Give clear instructions when giving assignments or homework	3.78	0.47	3
11	Give constructive feedback on students' performance/assignments	3.73	0.53	
12	Correct students' writing or speaking mistakes	3.69	0.54	
13	Teach English grammar that are necessary for general communication or work	3.65	0.53	
14	Encourage all students to participate in class	3.69	0.52	
15	Ask questions and wait for volunteer to answer	3.69	0.52	
16	Ask questions and randomly call students to answer	2.91	1.04	45
17	Encourage students to ask questions or share opinions in class	3.60	0.60	
18	Give moral support and thank students who answer questions, share opinions or do activities in class	3.73	0.51	

19	Tailor lessons' contents to suit students' English levels	3.69	0.54
20	Encourage students to do out-of-class self-study activities/practices	3.48	0.68

Organization and Preparation

21	Be well-prepared for teaching and teach in an organized manner	3.72	0.51
22	Provide students with a well-structured course syllabus and explain its important details to students	3.64	0.56
23	Inform students of each lesson's objectives	3.64	0.57
24	Teach according to the book or syllabus	3.50	0.66
25	Prepare and provide students with supplementary materials or extra handouts	3.46	0.72

Fairness

26	Give attention and listen to all students in the class	3.72	0.56
27	Give all students equal opportunities to participate in class activities	3.73	0.52
28	Design and provide assessments which relate to or resemble activities in class	3.59	0.62
29	Assess students' performance according to clear grading criteria	3.59	0.63

Knowledge and Creditability

30	Have a degree in English or English Language Teaching (ELT) or equivalent	3.69	0.55
31	Have sound knowledge in English grammar	3.71	0.51
32	Have sound knowledge in English vocabulary	3.76	0.48
33	Have native-like pronunciation	3.58	0.57
34	Communicate fluently in English	3.73	0.46
35	Have intercultural communication competence or knowledge (i.e., can interact or know how to interact with people from different cultures appropriately)	3.72	0.51
36	Know and can suggest reliable reference sources of English language	3.72	0.51

37	Be capable of answering complex questions about English language usage	3.72	0.49
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Rapport

38	Be friendly and kind	3.78	0.54	4
39	Have positive teacher-student relationships with their students	3.80	0.49	2
40	Share personal and professional experiences with students	3.48	0.72	
41	Care about and listen to students	3.73	0.54	
42	Be patient, flexible and accessible to students	3.74	0.57	
43	Have positive attitudes about students	3.77	0.52	5
44	Understand students' different levels of English proficiency	3.75	0.50	
45	Be good entertainers and have a sense of humor	3.72	0.58	
Overall		3.65	0.35	

According to Table 4.7, the top five important EELT characteristics in the science participants' perceptions were "be enthusiastic about teaching" under the delivery category ($M = 3.80$, $SD = 0.43$), "have positive teacher-student relationships with their students" under the rapport category ($M = 3.80$, $SD = 0.49$), "give clear instructions when giving assignments or homework" under the delivery category ($M = 3.78$, $SD = 0.47$), "be friendly and kind" under the rapport category ($M = 3.78$, $SD = 0.54$), and "have positive attitudes about students" under the rapport category ($M = 3.77$, $SD = 0.52$). Conversely, "ask questions and randomly call students to answer" under the delivery category was rated with the lowest mean score by the science participant ($M = 2.91$, $SD = 1.04$).

Overall, the above statistical findings reveal that the science participants perceived all the 45 EELT characteristics as very important ($M = 3.65$, $SD = 0.35$) with rapport as the most important category and "being enthusiastic about teaching" as the most important characteristic. The finding of rapport as the most important category is consistent with theoretical propositions put forth by several scholars (e.g., Barnes & Lock, 2010; Dinçer et al., 2013; Harmer, 2015) and the findings of some previous studies (e.g., Chen, 2012; Chumworatayee, 2021; Meksophawannagul, 2015; Zamani & Ahangari, 2016).

Furthermore, the thematic findings from Question 2.1 and the statistical findings are highly consistent with each other given that both findings apparently reflect the characteristics under the rapport and delivery categories. Nonetheless, in terms of the category findings, the thematic findings are consistent with the statistical findings to a certain extent. That is, while both findings show that rapport is the most important category, the knowledge and creditability category which ranked as the second important category from the statistical analysis is not frequently found in the thematic findings. In other words, the characteristics under the knowledge and creditability category were not described by the science participants in Question 2.1 as frequently as those under the rapport and delivery categories. The missing of the characteristics under the knowledge and creditability category in the thematic findings was, therefore, further investigated in the follow-up focus group interviews.

In addition, the finding that “ask questions and randomly call students to answer” was rated with the lowest mean score is worthy of note. Although this finding received the lowest mean, it had a high standard deviation ($SD = 1.04$) which signifies that the participants’ perceptions on this characteristic are quite diverse. This finding, which is also discovered by Chumworatayee (2021), was identified for further investigation in the follow-up focus group interviews.

4.3.3 Focus Group Interview Findings

To gain in-depth information from the interview participants, an interview protocol (see Appendix 2) was prepared based on the participants’ answers to the questionnaire. Ten questions in the protocol can be categorized into three groups. First, Questions 1, 6 and 7 were prepared to elicit the response concerning key characteristics of effective English language teachers in general. These three questions were intentionally designed as open questions with no specific focus on any particular category to discover which category would be stated by the interview participants the most. Second, Questions 2, 3, 4, 5 and 8 were designed to gain further information regarding the delivery category, especially the teaching method (i.e., teaching

techniques, strategies or class activities that teachers use to deliver lessons) and teaching style (i.e., how teachers conduct themselves while teaching which normally relates to their personality). Third, Questions 9 and 10 were prepared to obtain further details about the knowledge and creditability category. Thus, the focus group interviews' findings were presented according to these three groups of questions in the protocol.

4.3.3.1 Interview Findings about Key Characteristics of Effective English Language Teachers

Question 1 in the interview protocol asked the participants to freely identify the most important characteristic of effective English language teachers in their opinions. The interview participants in the science programs, namely S1-S12, gave multiple answers to this questions. However, their answers revolved around the characteristics under the rapport, delivery, and knowledge and creditability categories. For example, S11's reply of "Effective English language teachers need to understand different levels of English proficiency of their students" clearly reflects the rapport category. As for the delivery category, S5 replied "Effective English language teacher can explain and help students understand the lessons easily." For the knowledge and creditability category, S4 said, "The teachers must speak English fluently" which is quite similar to S10's response of "The teacher must have in-depth knowledge in the subject they teach and must adhere to professional ethics."

As for Question 6, "What kind of English language teacher would you like to study with?", most answers fell within the rapport and delivery categories as illustrated by the following responses: "I want to study with friendly and cheerful teachers so that I don't feel anxious while studying" (S12) and "I'd love to study with teachers who prepare fun activities for students to do in class without pressuring students to give correct answer" (S2). Interestingly, S1's answer did not only relate to the rapport but also fairness category:

I want to study with the teachers who do not bully students, and I want the teachers who are fair in teaching. Once I studied with one teacher who also gave private lessons to some students. I found that the quiz that this teacher had us do in class was the same exercise that he had used in his private lessons. I think he helped his private students too much, and this is not fair to other students. (S1)

Question 7 asked the participants to talk about the English language teachers they do not want to study with. While most answers from both groups mainly revealed characteristics under the rapport category (e.g., I don't want to study with teachers who are too strict, irrational or have a raucous voice), the answers from Group 1 also reflected the characteristics under the delivery and fairness categories. For example, S7 remarked, "I don't like teachers who come to class just to get salary. What they did was giving us some tasks to do and leaving the class immediately without teaching or standing by to give advice."

For the fairness category, S2 stated "I don't like teachers who treat students unfairly, especially when they grade us. It seemed to me that some teachers graded students based on their preference. Their favorite students usually get good grades."

To conclude, key characteristics of effective English language teachers as perceived by the interview participant in the science programs mainly revolved around those under the rapport and delivery categories with some participants stating the characteristics under the knowledge and creditability and fairness categories. Nonetheless, the characteristics under the organization and preparation category were not mentioned by the science participants at all. These findings are quite similar to the questionnaire's findings and the findings reported by Chen (2012), Wangdi and Shimray (2022), and Zamani and Ahangari (2016). However, they are quite different from the findings of Chumworatayee (2021) and Wichadee (2010) who reported that their students rated the preparation and organization category quite important.

4.3.3.2 Interview Findings Concerning EELT Characteristics under Delivery Category

Given that one emerging theme of the answers to Question 2.1 in the questionnaire related to various EELT characteristics under the delivery category, Questions 2, 3, 4, 5 and 8 in the interview protocol were prepared to obtain further details of these characteristics.

As several questionnaire respondents stated that effective English language teachers are those who teach by letting students practice using English for real-life communication, the interview participants were asked to explain or give examples of “teaching by letting students practice using English” or “teaching by letting students practice” in short (Question 2). For this question, most participants similarly answered that it was about letting students practice productive skills, especially speaking. For instance, S6 explained, “It is when students practice speaking with the teacher or their classmates, and if they make any mistakes, the teacher gives corrective feedback.” Likewise, S12 described, “Teaching by letting students practice is like when teachers tell students to use given words to write sentences by themselves. Then, the students read their own sentences aloud. In this way, the students can practice both writing and speaking.”

Apart from teaching by letting students practice, most questionnaire respondents stated that effective English language teachers are those who can teach and help students understand the lessons. Thanks to this finding, the interview participants were asked, “Do you think ‘teaching by helping students understand lessons’ and ‘teaching by letting students practice’ are the same or different?” (Question 3) This question was posed to ascertain whether the participants’ views of these two teaching styles are the same or different, and what “teaching by helping students understand lessons” was in their views. All the interview participants in the science programs unanimously answered that these two teaching styles were different from each other, and it is important to have a good grasp of something before practicing it. Also,

practices can help students to have better understanding of that thing. The answers of S6 and S11 illustrated these points:

These two ideas are quite overlapping, and they should occur in parallel. If we don't have a clear understanding of one thing, we can't do anything about it. Although you keep practicing or doing it again and again, if you don't understand it first, you won't get anything. (S6)

I think they are different. Teaching by helping students understand the lessons can happen when we just sit in class and listen to lecture without doing anything. However, if later we practice what we've learned in class, it can help us to have a better understanding of that thing and enable us to use it in real life more efficiently. (S11)

The next question about the delivery category was "What do you think when teachers ask questions and randomly call students to answer the questions?" (Question 4). This EELT characteristic received the lowest mean and the highest standard deviation in the statistical analysis. Quite similar to its statistical findings, six interview participants agreed and the other six disagreed with this characteristic.

For those who agreed with this EELT characteristic, they believed that calling students randomly to answer questions can make students become more active and pay more attention in class, including reduce their boredom. It was also one technique teachers can use to give opportunities to those who want to answer but too shy to volunteer. Conversely, those who disagreed viewed that this characteristic can pressure and embarrass students, especially when the students cannot answer the questions. It can also allow other classmates to bully the students who were called and could not answer the questions. S9's and S3's responses illustrated the participants' reasons for agreement and disagreement, respectively.

I agree with that. From my experience, some teachers checked students' attendance by randomly calling students to answer questions. In these classes, I

had to pay more attention in class and listen carefully to know when the teacher would call me. If I didn't listen carefully, I would lose a chance to answer the question. That means the teacher would not check my attendance, and I would lose my attendance point. I remembered before having these classes, I had to prepare myself well to be ready to answer the question. It really made me active in class. (S9)

I don't agree with that. Some students may enjoy answering the teachers' questions, but not me. From my experience, when I was called, I felt nervous and pressured, and I could not say anything. And being called to answer questions can embarrass some students when they cannot answer or gave the wrong answer. (S3)

Another question concerning the delivery category was a fun classroom which is one of the recurring themes from the thematic findings of Question 2.1 in the questionnaire. To find out what "a fun English class" is, the interview participants were asked, "What is a fun English class in your opinion?" (Question 5). The answers to this question from Groups 1 and 2 were very similar. According to these participants, a fun English class was the class where students can play games (S1, S2, S6, S7, S9) as well as communicate and interact with their teachers and classmates (S4, S6, S7, S10, S11). Additionally, it was the class with a relaxing and positive atmosphere (S3, S5, S8, S12) where teachers teach interesting and well-organized lessons in a fun way (S10, S11) and provide students with extra knowledge out of the lessons (S6, S8). While most of these answers reveal the EELT characteristics under the delivery and rapport categories, some of them are under the organization and preparation category.

The final interview question about the delivery category (Question 8) asked the interview participants to make a choice. They had to choose between Teacher A who clearly explains and makes lessons easy to understand but s/he is very strict in teaching and grading and Teacher B who is friendly and kind, teaches in a fun way, but cannot explain the lessons as clearly as Teacher A. This question was asked to discover which category (delivery or rapport) is more important to the interview participants.

Out of the 12 participants, 10 chose Teacher A and the other two chose Teacher B. Reasons for choosing Teacher A could be categorized into subject-related and self-development reasons. For the subject-related reasons, the participants stated that Teacher A's teaching can help them understand the lessons easily so they do not need to struggle to digest the lessons by themselves outside the class. This reason was clearly illustrated by S2's response:

I chose Teacher A because if I study with Teacher B and I still don't understand the lesson, what's the point of studying with this teacher? Does it mean I need to struggle to make myself understand the lesson? Do I need to take and pay for an extra tutorial course? This is not okay because I have already paid the tuition fee to study so the teacher should help me understand the lessons. (S2)

For the self-development reasons, several participants stated that studying with Teacher A can help them to become better people. For example, S10 stated that "I prefer strict teachers because they can help me to be more responsible and self-disciplined, and I can apply this to my future work." Likewise, S7 stated, "Once I studied with one teacher who is similar to Teacher A. When I was late, I was not allowed to enter the class. Since then, I have never been late to this class."

With regard to the two participants who chose Teacher B, their reasons were similar; that is, they want to study in a relaxing and stress-free atmosphere. Although Teacher B could not explain the lessons as clearly as Teacher A, they could learn or search for knowledge or other explanations by themselves outside the classroom.

In brief, the interview participants viewed that teaching by letting students practice mainly involved the productive skills, and this teaching style was different from teaching by helping students understand lessons. Also, half of the interview participants in the science program agreed with the EELT characteristic of asking questions and randomly calling students to answer while the other half disagreed. The fun English classroom as viewed by the interview participants was a

learner-centered classroom where students learn by playing games and interacting with their classmates and teacher and feel relaxed at the same time. Additionally, between the delivery and rapport categories, most interview participants in the science programs viewed the delivery category as more important to them as illustrated by the majority vote for Teacher A. The findings about fun classroom are similar to those of the previous studies (Harmer, 2015; Harmer, 2007; Dinçer et al., 2013) while those about teaching by letting students practice, teaching by helping students understand the lessons, being randomly called to answer questions, including choosing between Teacher A and Teacher B provided a more comprehensive picture of the EELT characteristics under the delivery category.

4.3.3.3 Interview Findings Concerning EELT Characteristics under Knowledge and Creditability Category

To gain further information regarding the participants' perceptions toward the EELT characteristics under the knowledge and creditability category, two questions were posed to the interview participants. Firstly, the interview participants were asked to express their opinions on the statement, "Anyone who can communicate in English can be English language teachers" (Question 9). Again, all participants from Groups 1 and 2 unanimously replied that they disagree with the statement for two reasons. Their first reason was that an ability to communicate in English does not guarantee that anyone with that ability can be a teacher or know how to teach. In other words, being an English teacher is more than just being able to communicate in English. The second reason was that to be an English teacher, it is important to have in-depth knowledge in English including psychology in language teaching and learning.

Secondly, the interview participants were asked to show their opinions on the question of whether or not English language teachers need to know cultures of native English speakers or other countries. Like the previous question, all participants similarly replied that cultural knowledge was not that necessary for English language teachers. However, if the teachers have such knowledge, it will be beneficial to students, and it can make their lessons and teaching more interesting. For instance, S5

stated, “If the teachers have cultural knowledge, they can share it as knowledge nuggets with students. But if they don’t, it is not a problem.” Similarly, S8 remarked, “Cultural knowledge can make the lesson more colorful. It can make students pay more attention to and stay focused on the lesson.”

In conclusion, the interview participants in the science programs perceived that an ability to communicate in English per se is insufficient for being an English language teacher. This finding is consistent with many scholars’ suggestion that effective English language teachers should have sound English knowledge and pedagogical knowledge (e.g., Barnes & Lock, 2010; DİNÇER et al., 2013; Harmer, 2015). As for the cultural knowledge of the native English speakers and other countries, the participants viewed that this knowledge is not mandatory, but it can benefit the teachers in the way that it can make their teaching and lessons more interesting and engaging. This finding is, to a certain extent, consistent with the suggestions made by DİNÇER et al. (2013), Harmer (2007), Heredia-Arboleda et al. (2021) and Kereluik et al. (2013).

4.3.4 Summary of Science Participants’ Perceptions toward Effective English Language Teacher Characteristics

Based on the findings from the questionnaire and focus group interviews, it can be concluded that the important characteristics of effective English language teachers as perceived by the science participants were those under the rapport and delivery categories, followed by those under the knowledge and creditability and fairness categories while those under the organization and preparation category were rarely stated by the science participants. In this study, the questionnaire findings were remarkably consistent with the interview findings. Also, most findings were highly consistent with the theoretical propositions made by scholars, including the findings of previous studies. Additionally, the focus group interviews allowed the researcher to obtain detailed information regarding the “teaching by letting students practice” that was frequently voiced by the questionnaire respondents, including the reasons for and against the EELT characteristic of asking questions and randomly calling students to answer. Finally, the interview data revealed some of the science participants’

perceptions on knowledge and creditability of effective English language teachers which are fairly consistent with theoretical propositions.

4.4 Social Science Participants' Perceptions toward Effective English Language Teacher Characteristics

Similar to the previous part, the number and faculties or colleges of the social science participants were firstly provided to give an overview of who these participants were. Then, analysis results of their answers to questions 2.1 and 2.2 in the questionnaires, including the focus group interview data from Groups 3 and 4 were presented and discussed to answer the second research question of "What are effective English language teacher characteristics as perceived by Thai undergraduates in social science programs?"

4.4.1 Social Science Participants' Information

The social science participants (n=202) studied in eight different programs under the social science discipline. Most of them were those studying in the College of Communication Arts, the Faculty of Business Administration, the College of Liberal Arts, and the Faculty of Digital Art. Table 4.8 shows the number and percentage of the social science participants taking part in this study.

Table 4.8

Social Science Participants' Information

Faculty/College	n	%
College of Communication Arts	60	29.7
Faculty of Business Administration	48	23.8
College of Liberal Arts	36	17.8
Faculty of Digital Art	34	16.8
College of Tourism, Hospitality and Sports	18	8.9
College of Design	3	1.5
Conservatory of Music	2	1.0

College of Social Innovation	1	0.5
Total	202	100

4.4.2 Questionnaire Findings

As stated earlier, part 2 of the questionnaire was prepared to elicit the participants' perceptions toward the EELT characteristics. The first question in this part (Question 2.1) asked the participants to briefly describe "effective English language teachers" in their opinions. Several recurring themes emerged from a thematic analysis of the responses to this question. Interestingly, these recurring themes fell into the delivery, rapport, and knowledge and creditability categories under Barnes and Lock's (2010) taxonomy of effective English language teacher attributes. Table 4.9 presents details of these recurring themes.

Table 4.9

Recurring Themes from Social Science Participants' Descriptions of Effective English Language Teachers

Category	Effective English language teachers are those who
Rapport	<ul style="list-style-type: none"> • are caring and understanding (74) • understand students' different levels of English competencies (61) • do not insult, pressure or make fun of students when they make mistakes in speaking (44) • can give advice or be counsellor of students (23)
Delivery	<ul style="list-style-type: none"> • teach and make lessons easy to understand for students (63) • teach by letting students practice using English for real-life communication (55) • teach lessons in fun and engaging manners (32)
Knowledge & Creditability	<ul style="list-style-type: none"> • have sound knowledge in English (30)

Note. The number at the end of each description indicates the number of social science participants giving that description.

For the next question (Question 2.2), the participants were asked to show their agreement with the 45 EELT characteristics on a 4-point scale ranging from (1) strongly disagree to (4) strongly agree. Their degree of agreement were believed to mirror the degree of importance they placed on each characteristic. These characteristics were based on and adapted from Barnes and Lock's (2010) taxonomy of effective English language teacher attributes, and could be categorized into five groups, namely, rapport, delivery, fairness, knowledge and credibility, and organization and preparation. The descriptive statistics in types of mean and standard deviation were applied to the participants' responses to this question. It was found that rapport was regarded by the social science participants as the most important category, followed by knowledge and credibility, fairness, organization and preparation, and delivery in a respectively order. Table 4.10 shows these descriptive statistical findings.

Table 4.10

Means, Standard Deviations and Rank Orders of Social Science Participants' Perceptions Regarding Five Categories of Characteristics

Category	M	S.D.	Rank
Delivery	3.51	0.43	5
Organization and Preparation	3.54	0.51	4
Fairness	3.59	0.53	3
Knowledge and Credibility	3.63	0.47	2
Rapport	3.65	0.51	1

Apart from the above findings, the descriptive statistical analysis revealed that five characteristics with the highest mean scores as rated by the social science participants fell into four categories while the characteristic with the lowest mean score was in the delivery category. Table 4.11 shows the mean scores, standard deviations, and ranks of the 45 EELT characteristics.

Table 4.11*Social Science Participants' Perceptions on 45 EELT Characteristics*

Item	Effective English Language Teacher Characteristics	M	S.D.	Rank
Delivery				
1	Be enthusiastic about teaching	3.74	0.49	1
2	Teach in English most of the time	3.29	0.70	
3	Speak English slowly and clearly	3.53	0.67	
4	Use general English vocabulary or easy words when communicating with students	3.52	0.59	
5	Use a variety of teaching techniques	3.48	0.71	
6	Let students do activities in pair or in group	3.47	0.72	
7	Integrate technology in teaching	3.65	0.62	
8	Use a variety of media and games to support teaching	3.34	0.78	
9	Give clear explanations and use real-life examples when teaching	3.55	0.68	
10	Give clear instructions when giving assignments or homework	3.63	0.67	
11	Give constructive feedback on students' performance/assignments	3.57	0.68	
12	Correct students' writing or speaking mistakes	3.62	0.64	
13	Teach English grammar that are necessary for general communication or work	3.53	0.63	
14	Encourage all students to participate in class	3.63	0.60	
15	Ask questions and wait for volunteer to answer	3.62	0.60	
16	Ask questions and randomly call students to answer	2.91	1.08	45
17	Encourage students to ask questions or share opinions in class	3.56	0.62	
18	Give moral support and thank students who answer questions, share opinions or do activities in class	3.60	0.69	
19	Tailor lessons' contents to suit students' English levels	3.56	0.65	
20	Encourage students to do out-of-class self-study activities/practices	3.43	0.75	
Organization and Preparation				
21	Be well-prepared for teaching and teach in an organized manner	3.68	0.56	

22	Provide students with a well-structured course syllabus and explain its important details to students	3.58	0.64	
23	Provide students with a well-structured course syllabus and explain its important details to students	3.57	0.68	
24	Teach according to the book or syllabus	3.49	0.68	
25	Prepare and provide students with supplementary materials or extra handouts	3.38	0.77	

Fairness

26	Give attention and listen to all students in the class	3.70	0.59	5
27	Give all students equal opportunities to participate in class activities	3.63	0.67	
28	Design and provide assessments which relate to or resemble activities in class	3.48	0.69	
29	Assess students' performance according to clear grading criteria	3.54	0.65	

Knowledge and creditability

30	Have a degree in English or English Language Teaching (ELT) or equivalent	3.62	0.58	
31	Have sound knowledge in English grammar	3.67	0.57	
32	Have sound knowledge in English vocabulary	3.73	0.50	2
33	Have native-like pronunciation	3.54	0.59	
34	Communicate fluently in English	3.67	0.57	
35	Have intercultural communication competence or knowledge (i.e., can interact or know how to interact with people from different cultures appropriately)	3.60	0.60	
36	Know and can suggest reliable reference sources of English language	3.62	0.58	
37	Be capable of answering complex questions about English language usage	3.56	0.61	

Rapport

38	Be friendly and kind	3.73	0.56	3
39	Have positive teacher-student relationships with their students	3.70	0.59	5
40	Share personal and professional experience with students	3.39	0.75	
41	Care about and listen to students	3.70	0.59	5

42	Be patient, flexible and accessible to students	3.65	0.62	
43	Have positive attitudes about students	3.73	0.57	4
44	Understand students' different levels of English proficiency	3.70	0.59	5
45	Be good entertainers and have a sense of humor	3.63	0.61	
Overall		3.57	0.43	

According to Table 4.11, eight characteristics were rated as the top five important EELT characteristics by the social science participants. Specifically, “be enthusiastic about teaching” under the delivery category was perceived as the most important characteristic ($M = 3.74$, $SD = 0.49$) while “have sound knowledge in English vocabulary” ($M = 3.73$, $SD = 0.50$) under the knowledge and creditability category was rated as the second most important characteristic. “Be friendly and kind” ($M = 3.73$, $SD = 0.56$) and “have positive attitudes about students” ($M = 3.73$, $SD = 0.57$) under the rapport category were rated as the third and fourth important characteristics, respectively. Finally, four characteristics were rated by the participants as the fifth important characteristic because they received the same mean score and standard deviation ($M = 3.70$, $SD = 0.59$). These four characteristics included “give attention and listen to all students in the class” under the fairness category, “have positive teacher-student relationships with their students”, “care about and listen to students”, and “understand students’ different levels of English proficiency” under the rapport category. Nevertheless, “ask questions and randomly call students to answer” under the delivery category received the lowest mean score of 2.91 with the highest standard deviation of 1.08. This standard deviation indicated that the social science participants’ perceptions toward this characteristic were diverse.

On average, the social science participants perceived all the 45 EELT characteristics as highly important ($M = 3.57$, $SD = 0.43$) with rapport as the most important category and “be enthusiastic about teaching” as the most important characteristic. These findings were similar to those of the science participants and well correspond to the theoretical propositions made by several scholars (e.g., Barnes & Lock, 2010; Dinçer et al., 2013; Harmer, 2015) and the findings of previous studies

(e.g., Chen, 2012; Chumworatayee, 2021; Meksophawannagul, 2015; Zamani & Ahangari, 2016).

A detailed analysis of the thematic findings of Question 2.1 and the statistical findings of Question 2.2 in the questionnaire reveals that these findings are similar to each other. Both findings highlight rapport as the most important category. Specifically, many recurring themes touch upon rapport category, and five characteristics under the rapport category were among the top five characteristics.

In addition, there are both similarities and differences between the category findings and individual characteristic findings. For similarity, rapport ranked as the most important category, and many characteristics under this category received high mean scores. As for difference, “be enthusiastic about teaching” under delivery category is the characteristic receiving the highest mean score; however, delivery did not rank the most important category. Instead, it ranked fifth among the five categories. This difference between the category findings and individual characteristic findings was further explored in the follow-up focus group interviews.

4.4.3 Focus Group Interviews’ Findings

The same interview protocol used with the science participants was used with the social science participants. Thus, the findings of focus group interview with social science participants were presented in three groups in the same way as those from the interviews with the science participants. These three groups of findings included (i) key characteristics of effective English language teachers; (ii) additional information of the EELT characteristics under the delivery category; and (iii) further information of the EELT characteristics under the knowledge and creditability category.

4.4.3.1 Interview Findings about Key Characteristics of Effective English Language Teachers

The first interview question asked the social science participants in Group 3 (S13-S20) and Group 4 (S21-S25) to suggest the most important characteristic of effective English language teachers in their opinions. The thematic analysis of the participants' responses to this question revealed several characteristics under the rapport, delivery, and knowledge and creditability categories. For instance, S13's reply of "Effective English language teachers must have a cheerful personality and can give advice to students" pertains to the rapport category while S24's response of "They are teachers who can teach in a fun way and make lessons easy to understand at the same time" falls into the delivery category. Additionally, S23's response of "Effective English teachers must have good English skills. They know and use various teaching techniques while teaching" reflects the knowledge and creditability as well as delivery categories.

In addition to Question 1, Question 6 in the interview protocol asked the participants to describe the English language teachers they want to study with. The main aim of this question was to know the EELT characteristics preferred by the social science participants. Quite similar to Question 1's answers, the answers to this questions reflected the rapport and delivery categories. For this question, S18 replied, "I want to study with the teachers who realize that in one class, there are both strong and weak students. Not everyone is good at English." While S18's reply relates to the rapport category, S21's answer of "I want to study with the teacher who teaches in a fun way" corresponds to the delivery category. In addition, S22's following response is also consistent with the delivery category:

I want to study with the teachers who do not teach me only the contents in the book, but also something beyond the book. It can be anything even those not relating to the book or the lesson at all. I think this kind of teaching can make the lesson more fun and interesting. (S22)

After describing the teachers whom they want to study with, the participants were asked to talk about the teachers they do not want to study with (Question 7). For this question, the answers from Groups 3 and 4 were quite different. On the one hand, Group 3's responses revolved around the rapport category. For example, "I don't like strict teachers because they make the class very stressful" (S15) and "I don't want to study with teachers who have prejudice against students, including those who judge their students as stupid when students asked questions that may sound silly or gave wrong answers" (S20). However, Group 4's responses were more consistent with the delivery category as illustrated by the following response of S24:

This question reminded me of my online learning experience while I was in Grade 12. I studied with one English teacher who just kept talking without noticing that nobody in class understood what she said. When we asked questions about the parts we didn't understand, she couldn't answer or make us clear. It's a waste of time. (S24)

Based on the above thematic analysis's findings, it is possible to conclude that rapport and delivery are the categories deemed as highly significant by the social science participants while knowledge and creditability is also considered important. What is interesting is that the social science participants did not mention any characteristics under the fairness and organization and preparation categories at all although these two categories ranked as more important than the delivery category according to the statistical findings.

4.4.3.2 Interview Findings Concerning EELT Characteristics under Delivery Category

Several answers to Questions 2.1 in the questionnaire echoed the EELT characteristics under the delivery category; as such, five questions (Questions 2, 3, 4, 5, and 8) in the interview protocol were designed to obtain more details of the characteristics under this category. For Question 2, the participants were asked to describe or explain what "teaching by letting students practice" was because it was one

of the recurring themes emerging from their answers to Question 2.1. According to Group 3's participants, teaching by letting students practice was conceived of as a teaching method that requires students to do group work or any practice in class. On the other hand, Group 4's answers were more specific as all participants in this group similarly answered that teaching by letting students practice pertained to the teaching that teachers design activities to let students practice speaking English together. While Group 3 was not specific about the practice, Group 4 clearly stated that the practice relates to speaking skill, and they did not mention listening, reading and writing skills at all.

After explaining what "teaching by letting students practice" was, in Question 3, the participants were asked to show their opinions on whether or not "teaching by letting students practice" and "teaching by helping students understand lessons" are the same or different, and which one is more important in their views. This question was primarily posed to discover what the participants thought of "teaching by helping students understand lessons". Surprisingly, the participants in both groups gave similar answers; that is, these two types of teaching were different but of equal importance, and they should be implemented in parallel. Most of them also indicated that understanding should come before practice, and practice can help them to better understand lessons. S16's and 25's responses illustrated the answer to this question.

They are different but equally important. If we don't understand the lesson or content, we won't be able to do anything about it. For example, we may know how to pronounce one word from a song or movie, but if we don't know its meaning or how to use it, how could we use that word correctly? Conversely, if we know how to use that word but we never practice pronouncing it, how could we say it? These two types of teaching should go in parallel. (S16)

I think they are totally different. Teaching by helping students understand lessons is like introducing students to a theory or concept. In other words, the teachers help students know or understand what that theory or concept is before letting them put that theory or concept into action. It's important to have a good

grasp of something before you do anything about them. For example, if you are a professional boxer, you should learn how to punch, stand, or do footwork first and this is all about theory. Then, you can try out what you've learned or put it into practice. (S25)

The next question under the delivery category was "What do you think when teachers ask questions and randomly call students to answer the questions?" (Question 4). This question was raised because it was the EELT characteristics receiving the lowest mean score with the highest standard deviation from the questionnaire findings. Out of the 13 participants in both groups, five agreed, seven disagreed, and one expressed both agreement and disagreement regarding this characteristic. According to those agreeing with this characteristic (S13, S14, S16, S17, S20), this way of teaching can alert and make students focus more on the lesson. Also, asking and answering questions can make the class more fun, not boring. However, according to those who disagreed (S15, S18, S19, S21, S22, S23, S24), this way of teaching can pressure or even scare them because they feel like they are being watched, and they are afraid of making mistakes. Additionally, S25 who both agreed and disagreed with this characteristic gave interesting reasons to support his answer as follows:

I think it depends on the teacher's personality. If the teacher using this teaching method is kind and friendly, students are likely to feel relaxed to be called because they know that the teacher won't condemn them although they give wrong answers. But if the teacher who calls students to answer questions is very strict, usually talks to students badly or condemns students when they make mistakes, the students can be very nervous and stressed to give answer. (S25)

The next interview question relating to the delivery category was Question 5, "What is a fun English class in your opinion?" Similar to the science participants' answers, the participants' responses to this question relate to class activities and class atmosphere. Several participants stated that they want teachers to use songs (S17, S19, S21), games (S20, S24) or any activities which they can work or

compete with their classmates (S23, S25) or any activities which can make them move their bodies (S14). Besides, a fun English class is a class that is stress-free and teachers talk to students in a friendly manner (S13, S15, S16, S18) or tell some jokes while teaching (S22).

The last interview question pertaining to the delivery category was Question 8 in which the participants were asked to choose between Teacher A and Teacher B. Teacher A is a teacher who can explain things clearly and make lessons easy to understand, but s/he is very strict in teaching and grading. On the other hand, Teacher B is a friendly teacher whose class is always fun and relaxing, but s/he cannot explain the lesson as clearly as Teacher A. The reason behind this question is to find out which category, delivery or rapport, is more important in the eyes of the social science participants.

The responses to this question are intriguing. In Group 3, three participants chose Teacher A, and five participants chose Teacher B. Conversely, in Group 4, four participants chose Teacher A, and only one participant chose Teacher B. In total, from both groups, seven participants chose Teacher A and six participants chose Teacher B. These findings suggest that the participants' preferences for delivery and rapport categories are quite close. In this regard, the main reason for choosing Teacher A was a thirst for knowledge and comprehensive understanding of the lesson as evidenced by S23's response below.

I chose Teacher A because I want to get a lot of knowledge and fully understand the lesson. Although Teacher A is very strict in grading, this strictness can help me know how much I understand the lesson. For his/her strictness in class like students should not be late to the class, I think this is very common. It is what we all need to do in real-life situations. (S23)

Besides, S16 gave a similar reason by stating:

I studied with teachers who were like Teacher A and Teacher B before, and I chose Teacher A. At one time, I studied with one teacher who was like Teacher B. It was so much fun, and I really enjoyed that class. No stress at all. But after the class was over, I asked myself what I got from that class, and I found that I got nothing! At another time, I studied with the teacher who was like Teacher A. This teacher assigned me to write a one-page essay. When I got my essay back, I was shocked because it was full of her comments in red ink. But when I read the comments, I know what mistakes I made, and this helped me learn a lot. I thought this was more useful than having fun in class. (S16)

For those who chose Teacher B, their primary reason was that they did not want to feel stressed or pressured while studying. For instance, S13 stated, "If the teacher is kind and friendly, I will be eager to come to class, and I won't feel stressed or pressured while studying." S14 gave a similar answer, "To me, my own enthusiasm or desire to learn is more important than teacher's clear explanation, and teacher's character really affects this." For these participants, Teacher B's weakness in explaining the lesson was not a problem and it can be compensated. The following responses illustrated this point:

I feel that a fun class can boost my motivation to study. If I have to study with Teacher A who is very strict, I feel that I must sit quietly, and I will be nervous about what I should do in class so that the teacher won't condemn me. But if I study with Teacher B, the class will be more relaxing because the teacher is kind and I can talk with my classmates. Although Teacher B cannot explain things clearly, I won't be afraid to ask him/her to explain them to me again. (S19)

I want to be happy learning, and I don't want to force myself to come to class. When I come to class, I want to enjoy the lesson and have fun in class with my classmates. Although Teacher B cannot give me 100% clear explanation of the lesson, it's enough and acceptable to have a general understanding of the lesson. We can make use of it, but the good thing is we don't feel stressed while studying. (S25)

In summary, according to the social science participants, the teaching method involving students practice happens through the teachers assigning group work or collaborative speaking exercises. Also, the participants viewed that teaching by letting students practice and teaching by helping students understand lessons were different but equally important, and they should be conducted in parallel. As for the EELT characteristic of asking questions and randomly calling students to answer, the interview findings were similar to the questionnaire findings because the participants had diverse views toward this characteristic. Additionally, when being asked to describe a fun English class, the participants' responses revolved around class activities (e.g., songs and games) and class atmosphere which relate to the delivery and rapport categories, respectively. Finally, between Teacher A whose strength relates to the delivery category and Teacher B whose strength relates to the rapport category, it is difficult to draw a clear conclusion on which one is preferred by the social science participants because seven of them chose Teacher A and six chose Teacher B.

4.4.3.3 Interview Findings Concerning EELT Characteristics under Knowledge and Creditability Category

Questions 9 and 10 in the interview protocol were designed to elicit answers relating to characteristics under the knowledge and creditability category. For Question 9, the participants had to express their opinions on this statement, "Anyone who can communicate in English can be English language teachers." It was found that two participants agreed and the other 11 participants disagreed with this statement. According to the two participants (S18 and S22) who agreed with the statement, people who can communicate in English must, to a greater or lesser extent, be proficient and knowledgeable in English; otherwise, they cannot communicate in English. Also, with this proficiency and knowledge, they can teach or show us how to use English for communication in various situations. S22's response showed this viewpoint:

If they can communicate in English, they must have knowledge in English. Now I saw many people using social media to teach English. Not all of them are English teachers and they did not teach us anything about grammar, but they

use their first-hand English communication experiences with foreigners to teach us what we should say in different situations or what certain expressions mean. Most of what they teach are not found in class or formal textbook, but they can be used in real-life communication. So I think they can be English teachers. (S22)

On the contrary, 11 social science participants disagreed with the statement because in their views, an ability to communicate in English was not equal to an ability to teach or explain things well. To be an English teacher, in addition to English communication skills, a person needs to have good knowledge of English vocabulary and grammar, teaching skills, psychology in language teaching and learning, and professional ethics. S25 gave an interesting viewpoint toward this statement:

I think those people can tell us what we should say or communicate in different situations, but I don't think they can be English teachers. To be an English teacher, you need more than that. For example, you must know and explain the function of each word in a sentence or expression. Think about a technician and an engineer. Technicians can fix things, but they might not know what each part of a device is designed for or why it is designed in that way. So those who can communicate in English are like technicians. They can tell you what to say, but they might not be able to explain why and how you should say that. (S25)

Question 10 asked the participants whether or not English language teachers need to know cultures of native English speakers or other countries. To this question, all the 13 participants unanimously agreed that it was not necessary for English language teachers to know cultures of other countries, but if they know, that can be useful to students. Also, talking about or sharing cultural knowledge in class can make lessons more interesting to students.

To conclude, with regard to the knowledge and creditability category, the social science participants viewed that English language teachers need to know or

have many qualities apart from being able to communicate in English. As for cultural knowledge of native English speakers and other countries, this is not compulsory, but it can be a supplementary element to make the class more interesting.

4.4.4 Summary of Social Science Participants' Perceptions toward Effective English Language Teacher Characteristics

Based on the questionnaire findings, the social science participants perceived all 45 EELT characteristics as important to highly important. However, during the interviews, none of them stated the characteristics under the fairness and preparation and organization categories. Overall, the findings from the questionnaire and the focus group interviews, especially those about key characteristics of effective English language teachers, were highly consistent. According to the interview findings, teaching by letting students practice related to group work and speaking skill, and it was different, but not inferior to teaching by helping students understand lesson. Besides, over 50% of the interview participants disapproved of the teaching method of asking questions and randomly calling students to answer although some of them thought that this teaching method can make the class more fun and interesting. When being asked about what a fun English class was, most participants talked about activities they wanted to do in class including the class atmosphere they want. Additionally, it is inconclusive to state which category between delivery and rapport is preferred by the social science participants. In terms of the knowledge and creditability category, most social science participants perceived that effective English language teachers are required to have a multitude of qualities, not only an ability to communicate in English. Nevertheless, the cultural knowledge of native English speakers or other countries are not mandatory for effective English language teachers.

4.5 Similarities and Differences in Perceptions toward Effective English Language Teacher Characteristics of Undergraduates in Science and Social Science Programs

In this part, the similarities and differences in the perceptions toward the EELT characteristics of the science and social science participants are presented and discussed to answer the third research question. In this regard, the inferential statistical findings from the questionnaire were presented first. These findings were then triangulated with the answers to the first two research questions to ensure that the answer to this question is comprehensive.

4.5.1 Statistical Comparison of Perceptions toward Effective English Language Teacher Characteristics of Undergraduates in Science and Social Science Programs

An independent samples t-test was used to compare means of the science and social science participants' perceptions in this study to discover whether any significant difference exists in these two groups' perceptions toward the EELT characteristics. In this regard, their responses to Question 2.2 in the questionnaire were run through the PASW.21 statistical package, and the test results were shown in Table 4.12.

Table 4.12

Statistical Comparison of Perceptions toward EELT Characteristics of Science and Social Science Participants

	N	Mean	S.D.	t	Sig.
Science participants	215	3.65	0.35	2.023	0.044
Social science participants	202	3.57	0.43		

*p < .05

According to Table 4.12, overall, there was a significant difference between the science and social science participants in their perceptions toward the 45 EELT characteristics at the significant level of 0.05. Thanks to this finding, another independent samples t-test was performed to find out the characteristics that were perceived differently by the science and social participants. It was found that ten EELT characteristics were perceived differently at the significant levels of 0.05 and 0.01 by the two groups. These ten EELT characteristics were shown in Table 4.13.

Table 4.13*EELT Characteristics Perceived Differently by Science and Social Science Participants*

Item	EELT Characteristics	Science Participants (n = 215)		Social Science participants (n = 202)		t	Sig
		Mean	S.D.	Mean	S.D.		
5	Use a variety of teaching techniques**	3.65	0.60	3.48	0.71	2.733	0.007
8	Use a variety of media and games to support teaching**	3.59	0.66	3.34	0.78	3.500	0.001
9	Give clear explanations and use real-life examples when teaching**	3.75	0.48	3.55	0.68	3.498	0.001
10	Give clear instructions when giving assignments or homework*	3.78	0.47	3.63	0.67	2.588	0.010
11	Give constructive feedback on students' performance/assignments**	3.73	0.53	3.57	0.68	2.676	0.008
13	Teach English grammar that are necessary for general communication or work*	3.65	0.53	3.53	0.63	2.031	0.043
18	Give moral support and thank students who answer questions, share opinions or do activities in class*	3.73	0.51	3.60	0.69	2.186	0.029
19	Tailor lessons' contents to suit students' English levels*	3.69	0.54	3.56	0.65	2.108	0.036
35	Have intercultural communication competence or knowledge (i.e., can interact or know how to interact with people from different cultures appropriately)*	3.72	0.51	3.60	0.60	2.142	0.033
36	Know and can suggest reliable reference sources of English language**	3.72	0.49	3.62	0.58	2.869	0.004

*p < .05. **p < .01.

Pursuant to Table 4.13, it was possible to conclude that the science participants perceived these 10 EELT characteristics to be significantly more important than the social science participants did. Also, out of these 10 EELT characteristics, eight were under the delivery category and two were under the knowledge and creditability category. These findings were fairly consistent with the findings from the third independent samples t-test that was run to ascertain whether any significant difference exists in the science and social science participants' perceptions toward the five categories of these 45 EELT characteristics. This test revealed that only the delivery category was perceived differently at a significant level of 0.05 by the two groups as shown in Table 4.14 below. This finding was also in line with the previously-reported findings that both groups of participants ranked the importance of delivery category differently. That is, while the science participants ranked the delivery category the fourth important category, the social science participants ranked it the fifth important category.

Table 4.14

Perceptions toward Five Categories of EELT Characteristics of Science and Social Science Participants

Category	Science Participants (n = 215)		Social Science Participants (n = 202)		t	Sig
	Mean	S.D.	Mean	S.D.		
Delivery*	3.60	0.34	3.51	0.43	2.379	0.018
Organization and Preparation	3.59	0.46	3.54	0.51	1.021	0.308
Fairness	3.65	0.47	3.59	0.53	1.363	0.173
Knowledge and creditability	3.70	0.39	3.63	0.47	1.779	0.076
Rapport	3.72	0.47	3.65	0.51	1.425	0.155

*p < .05.

Based on the above inferential statistical findings, it was apparent that there were statistically significant differences in the perceptions of science and social science participants toward the ten EELT characteristics and the delivery category. Nevertheless, since this study was mixed methods research, it was crucial to triangulate

these findings with the qualitative findings from the questionnaire and focus group interviews before drawing a conclusion on whether or not and the extent to which the perceptions toward the EELT characteristics of these two groups of participants were different. Thus, in the following parts, the similarities and differences found in the quantitative and qualitative findings from the questionnaires and interviews of the science and social science participants were presented to answer the third research question.

4.5.2 Similarities in Perceptions toward Effective English Language Teacher Characteristics of Undergraduates in Science and Social Science Programs

In this part, the similarities in the perceptions toward the EELT characteristics of the science and social science participants are presented and discussed. These similarities are divided into similarities found in the questionnaire findings and those in the focus group interview findings.

4.5.2.1 Similarities in Questionnaire Findings

From the questionnaire findings, three similarities were identified. First, both science and social science participants rated “be enthusiastic about teaching” under the delivery category with the highest mean score, suggesting that this was the most important EELT characteristic in their views. This similarity was akin to the findings reported by Barnes and Lock (2013). Second, “ask questions and randomly call students to answer” was rated with the lowest mean scores by both groups, implying that both groups did not prefer this EELT characteristic. Interestingly, Chumworatayee (2021) also found that this characteristic was the least important in the views of Thai undergraduates and graduates in her study. Third, rapport, which was rated with the highest mean score by both groups, was the most important category in the views of the participants in this study. This finding was consistent with the findings reported by several studies (e.g., Chen, 2012; Chumworatayee, 2021; Meksophawannagul, 2015; Wangdi & Shimray, 2022; Zamani & Ahangari, 2016).

4.5.2.2 Similarities in Interview Findings

The first similarity found in the interview findings of the science and social science participants related to both groups' similar view toward the concept of "teaching by letting students practice." According to their descriptions of this concept, both groups similarly indicated productive skills, especially speaking, without mentioning any receptive skills of reading and listening at all.

The second similarity was both groups' view on "teaching by letting students practice" and "teaching by helping students understand lesson." According to both groups, these two ways of teaching were different but equally important, and they should be implemented in parallel. Both groups also indicated that it was necessary to have a clear understanding of something before practicing those things, and practice can enhance understanding. The answers to this question of both groups were identical.

The third similarity related to both groups' opinions to the EELT characteristic of "ask questions and randomly call students to answer." About 50% of each group agreed with this EELT characteristic while the other half disagreed. Additionally, both groups provided similar reasons to support their agreement and disagreement with this EELT characteristics as previously reported.

The fourth similarity pertains to the question concerning knowledge and creditability of English language teachers. Most participants in both group disagreed with the statement: "Anyone who can communicate in English can be English language teachers." To most participants, English communication ability was not enough to make a person an English language teacher as earlier reported. This similarity highlights the importance of teachers' knowledge and creditability including pedagogical knowledge and skills in teaching (i.e., delivery).

The last similarity was both groups' similar perception that effective English language teachers were not required to have cultural knowledge of English

native speakers or other countries; however, it will be beneficial for both students and teachers if teachers have this kind of knowledge.

Among the five similarities reported above, the similarity about the teachers' cultural knowledge was worth noting in the way that it is different from the postulations put forth by DİNÇER et al. (2013), Harmer (2007), Heredia-Arboleda et al. (2021), Kereluik et al. (2013) and Byram (2009). These scholars postulated that English language teachers should have intercultural communication competence and cultural knowledge. This different view of the participants may be derived from the fact that these participants were non-English major students who tend to place more emphasis on vocabulary, language use and four basic skills for communication, not subtle nuances of intercultural communicative competence.

4.5.3 Differences in Perceptions toward Effective English Language Teacher Characteristics of Undergraduates in Science and Social Science Programs

In this part, the differences in the perceptions toward the EELT characteristics of the science and social science participants were presented and discussed. These differences were divided into differences found in the questionnaire findings and those in the focus group interview findings.

4.5.3.1 Differences in Questionnaire Findings

There were two main differences in the questionnaire responses of the science and social science participants. First, both groups of participants had different views on the ranking of the delivery and organization and preparation categories. According to the science participants, delivery was ranked the fourth important category and organization and preparation was rank the fifth. Nevertheless, the social science participants perceived organization and preparation as the fourth important category and delivery as the fifth important category. These two findings are consistent

with the inferential statistical finding that there was a significant difference in these two groups' perceptions toward the delivery category as earlier reported.

Second, the number of emerging themes from the responses to Question 2.1 in the questionnaire of the two groups was different. That is, while the responses of the science participants could be boiled down to two categories of delivery and rapport, those of the social science participants reflected three categories of delivery, rapport and knowledge and creditability. This difference could be attributed to the fact that knowledge and creditability was mostly echoed by the Japanese-majored students who, as language-focused students, tend to have high expectation on teachers' subject-matter knowledge.

4.5.3.2 Differences in Interview Findings

Based on the interview responses of the two groups of participants, two differences could be identified. First, both groups' answers to the question concerning Teacher A and Teacher B were different. It was fairly clear that most science participants preferred Teacher A whose strength relates to the delivery category. On the contrary, there was a divide in the social science participants' responses to this question (seven chose Teacher A and six chose Teacher B). As such, it was difficult to conclude which category was more important in the views of the social science participants taking part in the interviews.

Nevertheless, the two groups gave similar reasons to support their choices of Teachers A and B. What is worth noting here was the participants' reasons for choosing Teacher B who has strength in rapport category and weakness in delivery category. According to these participants, they chose Teacher B because they wanted to be happy while studying. Although Teacher B could not deliver lesson as well as Teacher A, this was not a big issue because they can search for knowledge by themselves outside the classroom. This reason reflects one significant change in education in the 21st century: presently, knowledge is more available and accessible than in the past. In other words, with the emergence of the Internet, today, knowledge

is everywhere, and educational institutions (e.g., school, college, and university) including teachers are no longer the only main source of knowledge as they used to be in the past. This change well corresponds to Heredia-Arboleda et al.'s (2021) suggestion discussed in Chapter 2. Students can learn anywhere anytime from various sources of information available on the Internet. This change inevitably weakens teachers' role as one main source of knowledge and requires teachers to adjust their roles and behaviors in classroom to meet students' needs. Because of this change, in the researcher's view, teachers nowadays should not adopt authoritarian role, and some traditional classroom practices (e.g., teachers' ideas cannot be challenged or questioned) should be replaced by promoting critical thinking, creativity and life-long learning. Also, it is important for teachers to make their teaching enjoyable and engaging so as to attract and make students feel safe, relaxed and fun while studying.

The second difference the interview responses of the science and social science participants was the fact that the interview responses of the science group touched upon fairness and organization and preparation categories while those of the social science participants did not. This difference could be attributed to personal experience of the interview participants. Despite this difference, it was not possible to conclude that the social science participants did not perceive the significance of the fairness and organization and preparation categories.

4.5.4 Conclusion on Similarities and Differences in Perceptions toward Effective English Language Teacher Characteristics of Undergraduates in Science and Social Science Programs

Based on a detailed analysis and triangulation of both quantitative and qualitative findings from the questionnaire and focus group interviews, the perceptions of the science and social science participants toward EELT characteristics were generally similar although the t-tests' findings indicated some significant differences in their perceptions. This conclusion was drawn from the fact that both groups similarly perceived all the 45 EELT characteristics as important to highly important. Also, both groups rated rapport as the most important category. Besides, they identically rated "be

enthusiastic about teaching” and “ask questions and randomly call students to answer” with the highest and lowest mean scores, respectively. Additionally, several interview responses of the two groups were comparable. Their similar perceptions could be derived from their similar demographics including their similar experiences of English language learning at RSU in the previous term.

Overall, both science and social science participants perceived that the characteristics under the rapport category are highly significant for being effective English language teachers. This finding was consistent with the theoretical proposition that rapport was the most important characteristics (e.g., Harmer, 2015; Stronge, 2007; Zamani & Ahangari, 2016). This finding also echoes those of the previous studies in Thailand by Meksophawannagul (2015), Chanmanee (2018), Chen (2012), Chumworatayee (2021) and Wangdi and Shimray (2022) and confirms that Thai students prefer to study in a stress-free atmosphere with caring and understanding teachers.

In this study, the findings concerning characteristics under the delivery category are perplexing as they did not go in the same direction. On the one hand, both groups of participants rated the delivery category with low importance (i.e., the fourth and fifth important out of the total five categories). This finding is quite similar to those of Chumworatayee (2021) and Zamani and Ahangari (2016). On the other hand, the individual characteristic with the highest mean score was in the delivery category. Also, when being asked to describe the most important characteristic of effective English language teachers in the questionnaire and during the interviews, several responses of the participants from both groups fell into the delivery category. Based on these findings, it is possible to conclude that in the science and social science participants’ perceptions, the characteristics under the delivery category are less important than those of the rapport category, but they tend to be more important than those under the knowledge and creditability, fairness, organization and preparation categories. These findings of the delivery category are slightly different from those of Barnes and Lock (2013) and Chanmanee (2018) in which the delivery category was rated the most important.

For the characteristics under the knowledge and creditability category, in the researcher's view, these characteristics could be considered the third important in the eyes of both groups. Although the inferential statistic finding showed that this category was ranked the second important category by both groups, this category was mentioned less frequently than the rapport and delivery categories by both groups in the questionnaires and interviews. These findings are quite different from those of the previous studies by Chumworatayee (2021), Wichadee (2010) and Meksophawannagul (2015) in which the knowledge and creditability was placed as the last rank or the one before the last rank. It is also worth noting that these findings explicitly showed that both groups expected their English language teachers to be knowledgeable in English and know how to teach them effectively, not just being able to communicate in English.

With regard to characteristics under the fairness category, these characteristics were rated as very important but stated by only a few science participants during the interview. The fact that they were stated less frequently than those under the rapport, delivery and knowledge and creditability categories made it possible to consider this category the fourth important category in this study. Interestingly, the finding that fairness was ranked the fourth important category is consistent with those of Chumworatayee (2021) and Meksophawannagul (2015) who also reported that their students ranked fairness the fourth important category.

Similar to the fairness category, the characteristics under the organization and preparation category were rated as very important but not frequently indicated by the participants in both groups. This could be an explanation why this category was ranked the fourth and fifth important category by both groups. In the researcher's view, this finding was fairly consistent with the interview finding that the participants in both groups would like their teachers to teach something beyond or outside the books. Simply put, the participants wanted the teachers to be well-prepared for their teaching but the teachers can also be flexible by not always following books or course syllabus. Nevertheless, the findings concerning organization and preparation category of this study are quite contrary to Wichadee's (2010) finding that her students rated organization and communication as the most important category.

To conclude, despite some statistical differences in the quantitative findings, it was possible to conclude that overall, the perceptions toward the EELT characteristics of the undergraduates in science and social science programs in this study are similar. To these undergraduates, rapport was considered the most important category, followed by delivery, knowledge and creditability, fairness and organization and preparation, respectively.



CHAPTER 5

CONCLUSION

This chapter is divided into three main parts. In the first part, the study's implications are provided. In the second part, the researcher discusses some limitations of the present study and offers some recommendations for further studies on the topic relating to the EELT characteristics. Finally, this chapter is wrapped up with a concluding remark.

5.1 Implications

The study's findings provide practical implications to at least three groups of stakeholders in English language teaching (ELT) field. The first group is current English language teachers or ELT practitioners, especially those in tertiary education. The second group is policymakers or administrators of educational institutions. Finally, this study is believed to provide people who are interested in becoming an English language teacher, i.e., potential ELT practitioners, with real insights into what an effective English language teacher is and needs to have. Set out below are explanations of these implications in detail.

5.1.1 Implications for Current English Language Teachers

The study's findings provide several implications to current ELT practitioners, but the three crucial ones are discussed here. The first implication relates to the finding that rapport was perceived as the most important category by the research participants. This finding affirms that "soft skills" are one key to be effective English language teachers. Thanks to this finding, it is essential for English language teachers to exercise great care when interacting with students. This implication well corresponds to the participants' perception that effective English language teachers are those who do not insult, pressure or make fun of students when they make mistakes in speaking. While

this perception is not beyond expectation, it apparently shows that teachers' words including their nonverbal communications (e.g., tone of voice, facial expression, body language) could have profound impacts on students' perception, motivation and success in English language learning. Thus, in order to have good relationship with students which can bring about a safe and positive learning atmosphere and to avoid offending any student unknowingly or unintentionally, English language teachers should be careful with both their verbal and nonverbal communications with students.

In addition, the finding that all characteristics under the delivery category were rated as important and very important implies that effective English language teachers need to do several things to effectively deliver lessons to students. In the researcher's view, English language teachers need to use various teaching methods or techniques while conducting their teaching as this can make their lessons more interesting and engaging. With a use of several teaching methods, the lesson will become unpredictable, and this is one way to keep students coming to the class as they do not know what they will do in each class. Also, it is common that one class usually consists of different types of learners who tend to prefer different teaching methods. For instance, some students find it enjoyable to learn by watching video clips while some prefer learning by doing group work with classmates. Thus, using different teaching methods can help teachers to satisfy different needs of different students apart from making lessons more engaging. Nevertheless, based on this study's findings, the teaching method of asking questions and randomly calling students to answer should be used with care as this method could be viewed negatively by students.

Besides, the study's overall findings imply preferable roles of English language teachers at present. Although most participants in this study preferred teachers who can effectively deliver lessons (i.e., explaining lesson well and helping students understand lessons easily), some participants viewed that an ability to effectively deliver lessons was not a major concern for them as they can search for knowledge and make themselves understand the lesson from other sources. This viewpoint is fairly consistent with the teaching and learning trend in the 21st century when teachers are expected to play the role of a facilitator, rather than a knowledge provider as in the past. This

expected role certainly affects how the English language teachers should perform their teaching. As such, instead of explaining lessons per se, English language teachers at present are required to encourage students to search for knowledge by themselves and actively participate in lessons. In so doing, the teachers can let students do activities which require them to practice using English for real-life communication as suggested by the findings of this study. In this way, teachers are required to 'speak less and listen more' and be prepared to give constructive feedback, rather than criticism, to students.

5.1.2 Implications for Educational Institutions' Policymakers and Administrators

This study reveals two interesting implications for educational institutions' policymakers and administrators. The first implication is derived from the delivery category finding that many participants would like their English language teachers to teach them by letting them practice using English for real-life communication. This finding implies that practice using English is very important in the participants' view. To meet this requirement which, to the researcher's belief, is not limited to only the participants in this study, the policymakers or administrators of educational institutions are suggested to reconsider the current class size or number of students in each English course at their institutions. Given that English is a subject which combines subject knowledge (e.g., vocabulary and grammar) and four communication skills together, it is rarely possible (if not impossible) for one English language teacher to let and effectively monitor every single student in a class of 40-60 students practice using English in each class. This is especially true in case of the class focusing on productive skills of speaking and writing. It is generally known and widely accepted that large class size does more harm than good to both students and teachers. As such, it is strongly suggested that the class size of English language course be reduced so that all students in one class can have sufficient time to practice using English, and the teachers can monitor their performance effectively.

As for the policymakers and administrators of RSU where this study was conducted, they may also consider increasing the number of compulsory English

courses for RSU undergraduates from two course at present to four courses. In this regard, these courses should be innovatively designed to include elements or activities that provide students with opportunities to get involved and use English with foreigners outside classroom, e.g., peer-assisted learning between local and international students in the university. Additionally, instead of requiring students to complete all compulsory English courses within the first year of their programs of study, RSU's policymakers, administrators, including deans of all faculties, colleges and institutions may redesign study plans of each program by having their students take one English course in each academic year. In this way, RSU students will have a continuous practice of English until the last year of study at the university which can help enhance their knowledge and skills as well as boost their confidence in using English before graduation.

The second implication for the policymakers and administrators of educational institutions is drawn from the finding concerning knowledge and creditability category; that is, the study's participants viewed that effective English language teachers are those who have sound knowledge of English vocabulary and grammar, instructional skills, psychology in language teaching and learning, including teaching professional ethics. To them, people with an ability to communicate in English may help them to communicate in English to a certain extent, but these people might not be qualified as effective English language teachers. This finding, which is in line with theoretical propositions of effective English language teachers earlier discussed, explicitly shows that the participants in this study have high expectation of their English language teachers. As such, it is neither appropriate nor legitimate for any educational institution to appoint individuals who can communicate in English but do not have formal education in English language teaching or related fields as English language teachers. Such appointment which is made for whatever reasons could have strong impacts on the students' perceptions toward their English language learning as well as the educational institution's image. In short, the policymakers and administrators of educational institutions are suggested to consider implementing a proper recruitment process for English language teachers in order to have effective English language teachers for their students.

5.1.3 Implications for Potential ELT Practitioners

The study's overall findings portray a clear picture of what an effective English language teacher at Thai tertiary education should be like. According to the study's findings, an effective English language teacher is required to possess a multitude of characteristics. A good command of English and an excellent English communication skills are not sufficient to enable an individual to be an effective English language teacher. According to the major findings of this study, anyone interested in working as English language teachers needs to build a good rapport with students, deliver English lessons by using various methods and techniques and keep a positive and fun learning atmosphere at the same time.

In addition, effective English language teachers can never stop learning. They are required to continuously develop themselves in order to keep up with new knowledge and educational technologies that are changing day by day. Given that students these days have access to various knowledge sources, they can come up with questions that teachers might not be able to answer immediately. What's more, the teaching profession in the present era is not as respectful and honorable as in the past. With an availability of language learning tools and applications, it is common to see students ignoring teachers' explanation and using these tools and applications to do homework or assignments, rather than trying to depend on themselves. Additionally, with an increasing use of artificial intelligence (AI) in language education, being an English language teacher is a profession that is not as secure as in the past because presently AI can perform certain tasks and roles of English language teachers effectively and swiftly.

In a nutshell, based on the study's findings together with the social and technological changes at present, to be an effective English language teacher in the 21st century, one needs to have strong interpersonal skills, know how to create and deliver engaging lessons, be knowledgeable in English, including be mentally strong, adaptive and resilient to cope with any new challenges that may come.

5.2 Limitations and Recommendations for Further Studies

5.2.1 Limitations

Similar to many empirical studies, there are some limitations in this study. The first limitation relates to generalizability of the study's findings. Because this study was carried out with undergraduates of one university in Thailand, its findings might not be true for undergraduates at other universities which are likely to have their own unique characteristics. Nonetheless, despite this limitation, the findings of this study are believed to be useful to English language teachers at other universities who have to teach students from science and social science programs. At least, these findings reveal what characteristics the students in these two disciplines viewed as important and not very important.

The other limitation pertains to the study's main emphasis on the three categories of rapport, delivery and knowledge and creditability. This limitation stemmed from the researcher's intention to obtain in-depth information to substantiate the answers to Question 2.1 in the questionnaire that were provided directly by the participants. Owing to the fact that most of these answers revolved around the foregoing three categories and the limited time of each focus group interview, the other two categories, namely fairness and preparation and organization, were explored inadequately in this study. Nevertheless, although these two categories were insufficiently explored during the focus group interviews, in-depth information concerning the three categories were successfully obtained.

5.2.2 Recommendations for Further Studies

Certainly, there are still certain areas that can be further researched based on the findings of this study. As earlier stated in the limitation part, further research can be conducted to explore the students' perceptions toward the characteristics under the fairness and preparation and organization categories. Additionally, because nowadays, language learning is not limited to onsite classroom or face-to-face mode, learners'

perceptions toward characteristics of effective English language teachers for online class is worth investigating. Last but not least, given that technological development in form of language learning applications and AI chatbot are playing more roles in English language education, it will be interesting to discover if such technological development would have any impacts on students' perceptions towards role and importance of effective English language teachers.

5.3 Concluding Remarks

This study was conducted to investigate and compare the perceptions toward the EELT characteristics of Thai undergraduates in science and social science programs. Overall, the undergraduates from both programs had similar perceptions toward the EELT characteristics, and most of their perceptions are in line with theoretical propositions about what makes effective English language teachers. In this study, among the five categories of EELT characteristics, the undergraduates from both programs perceived rapport as the most important category and “be enthusiastic about teaching” was the most important EELT characteristic. On the other hand, “asking questions and randomly calling students to answer” which is a characteristic under the delivery category was rated as the least important EELT characteristic by both groups of undergraduates. This study is believed to provide ELT practitioners with fruitful information on how to make a balance between their teaching practice and students' expectations on them.

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APPENDIX A

THAI UNDERGRADUATES' PERCEPTIONS TOWARD EFFECTIVE ENGLISH LANGUAGE TEACHER CHARACTERISTIC QUESTIONNAIRE

Dear Participants,

I am conducting a study to investigate Thai undergraduates' perceptions toward effective English language teacher characteristics. This questionnaire which has been prepared to collect data from Thai undergraduates in science and social science programs. It consists of three sections:

- Section 1: Participants' General Information (6 questions)
- Section 2: Perceptions toward Effective English Language Teacher Characteristics (46 questions)
- Section 3: Effective English Language Teachers' Influence on Students' Learning Motivation and English Communication Competence (2 questions)

It will take about 10-15 minutes to complete this questionnaire. After you finish completing, please return your completed questionnaire to my research assistant (Khun Patainuch Butnampetch or "P'Pin") by Wednesday 19th October, 2022. Please answer each question truthfully. In this regard, your answers will be treated confidentially and will be used for research purpose only.

Thank you very much for your kind cooperation.

Kanchana Cheewasukthaworn, Ph.D.
Instructor
Rangsit English Language Institute (RELI)

Section 1: Participants' General Information

Directions: Answer the following questions truthfully by writing your own answer or checking [✓] in front of the choices that match your opinions the most.

1.1 Currently, I am _____ years old.

☐ 18

☐ over 18

1.2 My gender is _____.

☐ male

☐ female

☐ others

1.3 I have studied English for _____.

☐ 1- 5 years

☐ 6-10 years

☐ more than 10 years

1.4 Currently, I study in _____.

☐ the college of medicine

☐ the college of dental medicine

☐ the college of pharmacy

☐ the college of oriental medicine

☐ the college of biomedical engineering

☐ the faculty of nursing

☐ the faculty of science

☐ the faculty of physical therapy and sport medicine

☐ the faculty of medical technology

☐ the faculty of optometry

☐ the faculty of radiological technology

☐ the college of engineering

☐ the college of digital innovative technology

☐ the college of agricultural innovation and food technology

☐ the aviation institution

☐ the college of communication arts

☐ the college of liberal arts

☐ the college of social innovation

☐ the college of tourism, hospitality and sports

☐ the college of design

☐ the conservatory of music

☐ the faculty of law

☐ the faculty of political science

☐ the faculty of criminology and justice administration

☐ the faculty of business administration

☐ the faculty of accountancy

☐ the faculty of economics

☐ the faculty of architecture

☐ the faculty of digital art

1.5 What type of learner are you in English classes?

- ☐ I am an active learner.
☐ I am a passive learner.
☐ I am mixed between active and passive learner.

1.6 Which of the following best describes your English communication competence?

- ☐ I can communicate in English well.
☐ I can communicate in English moderately.
☐ I can communicate in English a little.
☐ I cannot communicate in English at all.

Section 2: Perceptions toward Effective English Language Teacher Characteristics

Directions: Answer the following questions truthfully by writing your own answer or checking [✓] in the boxes that match your opinions the most.

2.1 Please briefly describe “effective English language teachers” in your point of view.

2.2 Please show your opinion about effective English language teacher characteristics by checking [✓] in the boxes that best match your opinion.

Effective English language teachers should:	Degree of Agreement			
	Strongly agree	Agree	Disagree	Strongly Disagree
1. be enthusiastic about teaching				
2. teach in English most of the time				
3. speak English slowly and clearly				
4. use general English vocabulary or easy words when communicating with students				
5. use a variety of teaching techniques				
6. let students do activities in pair or in group				
7. integrate technology in teaching				

8. use a variety of media and games to support teaching				
9. give clear explanations and use real-life examples when teaching				
10. give clear instructions when giving assignments or homework				
11. give constructive feedback on students' performance/assignments				
12. correct students' writing or speaking mistakes				
13. teach English grammar that are necessary for general communication or work				
14. encourage all students to participate in class				
15. ask questions and wait for volunteer to answer				
16. ask questions and randomly call students to answer				
17. encourage students to ask questions or share opinions in class				
18. give moral support and thank students who answer questions, share opinions or do activities in class				
19. tailor lessons' contents to suit students' English levels				
20. encourage students to do out-of-class self-study activities/practices				
21. be well-prepared for teaching and teach in an organized manner				
22. provide students with a well-structured course syllabus and explain its important details to students				

23. inform students of each lesson's objectives				
24. teach according to the book or syllabus				
25. prepare and provide students with supplementary materials or extra handouts				
26. give attention and listen to all students in the class				
27. give all students equal opportunities to participate in class activities				
28. design and provide assessments which relate to the lesson or resemble activities in class				
29. assess students' performance according to clear grading criteria				
30. have a degree in English or English Language Teaching (ELT) or equivalent				
31. have sound knowledge in English grammar				
32. have sound knowledge in English vocabulary				
33. have native-like pronunciation				
34. communicate fluently in English				
35. have intercultural communication competence or knowledge (i.e., can interact or know how to interact with people from different cultures appropriately)				
36. know and can suggest reliable reference sources of English language				

37. be capable of answering complex questions about English language usage				
38. be friendly and kind				
39. have positive teacher-student relationships with their students				
40. share personal and professional experiences with students				
41. care about and listen to students				
42. be patient, flexible and accessible to students				
43. have positive attitudes about students				
44. understand students' different levels of English proficiency				
45. be good entertainers and have a sense of humor				

Section 3: Effective English Language Teachers' Influence on Students' Learning Motivation and English Communication C

Directions: Answer the following questions truthfully by writing your own answer or checking [✓] in front of the choices that match your opinions the most.

3.1 To what extent do you think "effective English language teachers" have influence on your motivation to learn English?

☐ Great ☐ Moderate ☐ Little ☐ None

3.2 To what extent do you think "effective English language teachers" can inspire or help you to communicate in English?

☐ Great ☐ Moderate ☐ Little ☐ None

Thank you very much for completing this questionnaire. In the next step of the data collection procedure, the researcher will arrange 3-5 focus group interviews with approximately 30 participants to obtain further information. If you are interested in joining the focus group interviews, please leave your contact details on the next page. For your information, each participant joining the focus group interviews will receive 300 baht as a remuneration, and each focus group interview will last approximately 40-60 minutes. Additionally, all the focus group interviews will be conducted online and in Thai language.

Name: _____ Nickname: _____

Phone: _____

E-mail: _____

☞ Thank you very much for your cooperation. ☞



**แบบสอบถามว่าด้วย คุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพในการรับรู้ของ
นักศึกษาไทยระดับปริญญาตรี**

ถึง นักศึกษาผู้เข้าร่วมงานวิจัย

ข้าพเจ้า ดร. กาญจนา ชีวาสุขถาวร กำลังทำงานวิจัยที่มุ่งสำรวจคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพในการรับรู้ของนักศึกษาไทยระดับปริญญาตรี แบบสอบถามนี้ได้จัดทำขึ้นเพื่อใช้เก็บข้อมูลจากนักศึกษาไทยระดับปริญญาตรีสายวิทยาศาสตร์และสังคมศาสตร์ และประกอบด้วยคำถาม 3 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้เข้าร่วมงานวิจัย จำนวน 6 ข้อ

ส่วนที่ 2 การรับรู้เรื่องคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ จำนวน 46 ข้อ

ส่วนที่ 3 อิทธิพลของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพที่มีต่อแรงจูงใจในการเรียนและความสามารถในการสื่อสารภาษาอังกฤษของนักศึกษา จำนวน 2 ข้อ

การตอบแบบสอบถามนี้จะใช้เวลาประมาณ 10-15 นาที และขอให้นักศึกษาส่งแบบสอบถามคืนให้แก่ผู้ช่วยนักวิจัย (คุณพัทธนูช บุคณาเพชร หรือ “พี่ปิ่น”) ภายในวันพุธที่ 19 ตุลาคม 2565 ทั้งนี้ ขอให้นักศึกษาถามตอบคำถามทุกข้อตามความจริง โดยคำตอบที่นักศึกษาให้ไว้ในแบบสอบถามนี้จะได้รับการเก็บรักษาไว้เป็นความลับและจะใช้ในการทำงานวิจัยนี้เท่านั้น

ขอขอบคุณนักศึกษาทุกคนที่ให้ความร่วมมือเป็นอย่างดี

ดร. กาญจนา ชีวาสุขถาวร

อาจารย์ประจำสถาบันภาษาอังกฤษ

ส่วนที่ 1 ข้อมูลทั่วไป

คำแนะนำ โปรดตอบคำถามดังต่อไปนี้ตามความจริงด้วยการเขียนตอบหรือทำเครื่องหมาย

[✓]หน้าตัวเลือกที่ตรงกับความเห็นของนักศึกษามากที่สุด

1.1 ปัจจุบัน ข้าพเจ้าอายุ _____

☐ 18 ปี

☐ มากกว่า 18 ปี

1.2 เพศสภาพของข้าพเจ้าคือ _____

☐ ชาย

☐ หญิง

☐ อื่น ๆ

1.3 ข้าพเจ้าเรียนภาษาอังกฤษมาเป็นเวลา _____.

☐ 1- 5 ปี

☐ 6-10 ปี

☐ มากกว่า 10 ปี

1.4 ปัจจุบัน ข้าพเจ้ากำลังศึกษาอยู่ใน _____.

☐ วิทยาลัยแพทยศาสตร์

☐ วิทยาลัยทันตแพทยศาสตร์

☐ วิทยาลัยเภสัชศาสตร์

☐ วิทยาลัยการแพทย์แผนตะวันออก

☐ วิทยาลัยวิศวกรรมชีวการแพทย์

☐ คณะพยาบาลศาสตร์

☐ คณะวิทยาศาสตร์

☐ คณะกายภาพบำบัดและเวชศาสตร์การกีฬา

☐ คณะเทคนิคการแพทย์

☐ คณะทัศนมาตรศาสตร์

☐ คณะรังสีเทคนิค

☐ วิทยาลัยวิศวกรรมศาสตร์

☐ วิทยาลัยนวัตกรรมการดิจิทัลเทคโนโลยี

☐ วิทยาลัยนวัตกรรมการเกษตรและเทคโนโลยีอาหาร

☐ สถาบันการบิน

☐ วิทยาลัยนิเทศศาสตร์

☐ วิทยาลัยศิลปศาสตร์

☐ วิทยาลัยนวัตกรรมการสังคม

☐ วิทยาลัยการท่องเที่ยว การบริการ และกีฬา

☐ วิทยาลัยการออกแบบ

☐ วิทยาลัยดนตรี

☐ คณะนิติศาสตร์

☐ คณะรัฐศาสตร์

☐ คณะอาชีววิทยาและการบริหารงานยุติธรรม

☐ คณะบริหารธุรกิจ

☐ คณะบัญชี

- ☐ คณะเศรษฐศาสตร์
- ☐ คณะสถาปัตยกรรมศาสตร์
- ☐ คณะดิจิทัลอาร์ต

1.5 ในวิชาภาษาอังกฤษ ข้าพเจ้า _____

- ☐ เป็นผู้เรียนเชิงรุกที่เน้นการลงมือปฏิบัติและมีส่วนร่วมในชั้นเรียน (active learner)
- ☐ เป็นผู้เรียนเชิงรับที่เน้นการรับข้อมูลเป็นหลัก (passive learner)
- ☐ เป็นผู้เรียนเชิงรุกและเชิงรับผสมกัน (mixed between active and passive learner)

1.6 ความสามารถในการสื่อสารภาษาอังกฤษของข้าพเจ้าคือ _____

- ☐ ข้าพเจ้าสื่อสารภาษาอังกฤษได้ดี
- ☐ ข้าพเจ้าสื่อสารภาษาอังกฤษได้ปานกลาง
- ☐ ข้าพเจ้าสื่อสารภาษาอังกฤษได้เล็กน้อย
- ☐ ข้าพเจ้าสื่อสารภาษาอังกฤษไม่ได้เลย

ส่วนที่ 2 การรับรู้เรื่องคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ

คำแนะนำ โปรดตอบคำถามดังต่อไปนี้ตามความจริงด้วยการเขียนตอบหรือทำเครื่องหมาย

[✓] ลงในช่องที่ตรงกับความเห็นของนักศึกษามากที่สุด

2.1 ขอให้นักศึกษาบรรยายสั้น ๆ เกี่ยวกับ “อาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ” ในมุมมองของนักศึกษา

2.2 ขอให้นักศึกษาแสดงความเห็นเกี่ยวกับคุณลักษณะของอาจารย์ผู้สอนภาษาอังกฤษที่มี
ประสิทธิภาพด้วยการทำเครื่องหมาย [✓] ลงในช่องที่ตรงกับความเห็นของนักศึกษามากที่สุด

อาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ ควรมีคุณลักษณะดังนี้	ระดับความเห็น			
	เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่เห็น ด้วย	ไม่เห็น ด้วยอย่าง ยิ่ง
1. มีความกระตือรือร้นในการสอน				
2. สอนโดยพูดเป็นภาษาอังกฤษเป็นส่วนใหญ่				
3. พูดภาษาอังกฤษช้า ๆ และชัดเจน				
4. ใช้ศัพท์ภาษาอังกฤษทั่ว ๆ ไปหรือศัพท์ง่าย ๆ เวลาสื่อสารกับนักศึกษา				
5. ใช้เทคนิคการสอนหลากหลายรูปแบบ				
6. ให้นักศึกษาทำกิจกรรมฝึกทักษะภาษาอังกฤษเป็นคู่ (pair work) หรือเป็นกลุ่ม (group work)				
7. นำเทคโนโลยีมาใช้ในการประกอบการสอน				
8. ใช้สื่อและเกมที่หลากหลายในการสอน				
9. อธิบายเนื้อหาได้อย่างชัดเจนและมีการนำตัวอย่างในชีวิตจริงมาใช้ในการประกอบการสอน				
10. อธิบายรายละเอียดคำสั่งงานต่าง ๆ ได้อย่างชัดเจนเวลามอบหมายงานหรือให้การบ้าน				
11. ให้คำแนะนำและข้อมูลที่เป็นประโยชน์ (constructive feedback) ต่อการทำงานของนักศึกษา				
12. แก้ข้อผิดพลาดด้านการเขียนหรือการพูดภาษาอังกฤษของนักศึกษาให้ถูกต้อง				

13. สอนไวยากรณ์ภาษาอังกฤษ (English grammar) ที่จำเป็นสำหรับการสื่อสารทั่วไปและการทำงาน				
14. สนับสนุนให้นักศึกษาทุกคนมีส่วนร่วมในชั้นเรียน				
15. ถามคำถามและรอให้นักศึกษาอาสา (volunteer) เข้ามาตอบ				
16. ถามคำถามแล้วสุ่มเรียกให้นักศึกษาตอบ				
17. สนับสนุนให้นักศึกษาถามคำถามหรือร่วมแสดงความคิดเห็นในชั้นเรียน				
18. ให้กำลังใจและขอบคุณที่นักศึกษามีส่วนร่วมในการตอบคำถาม แสดงความเห็นหรือร่วมทำกิจกรรมในชั้นเรียน				
19. ปรับเนื้อหาของบทเรียนให้เหมาะกับระดับความสามารถด้านภาษาอังกฤษของนักศึกษา				
20. กระตุ้นให้นักศึกษาทำกิจกรรมหรือแบบฝึกหัดที่ส่งเสริมการเรียนรู้ด้วยตนเองนอกห้องเรียน (out-of-class self-study activities/practices)				
21. เตรียมการสอนมาเป็นอย่างดีและสอนอย่างเป็นระบบ				
22. แจกประมวลรายวิชา (course syllabus) และอธิบายรายละเอียดที่สำคัญให้นักศึกษาทราบ				
23. แจ้งให้นักศึกษาทราบถึงวัตถุประสงค์การเรียนรู้ของแต่ละบทเรียน				
24. สอนตามหนังสือหรือตามแผนการเรียนการสอนที่กำหนดไว้ในประมวลรายวิชา				

25. จัดทำหรือมีเอกสารประกอบการสอน เพิ่มเติมสำหรับนักศึกษา				
26. สนใจ ให้ความสำคัญ และรับฟังนักศึกษา ทุกคนในชั้นเรียน				
27. เปิดโอกาสให้นักศึกษาทุกคนมีส่วนร่วม ทำกิจกรรมในชั้นเรียนอย่างเท่าเทียมกัน				
28. ออกแบบและจัดให้มีการประเมินวัดผลที่ เกี่ยวข้องกับบทเรียนหรือคล้ายคลึงกับ กิจกรรมการเรียนรู้ในห้องเรียน				
29. ประเมินความสามารถของนักศึกษาโดยใช้ เกณฑ์การประเมินที่ชัดเจน				
30. มีคุณวุฒิทางการศึกษาในสาขาที่เกี่ยวข้อง กับภาษาอังกฤษหรือการเรียนการสอน ภาษาอังกฤษ				
31. มีความรู้ด้านไวยากรณ์ภาษาอังกฤษเป็น อย่างดี				
32. มีความรู้ด้านคำศัพท์ภาษาอังกฤษเป็นอย่างดี				
33. มีการออกเสียงที่ใกล้เคียงกับเจ้าของภาษา (native English speakers)				
34. สื่อสารภาษาอังกฤษได้อย่างคล่องแคล่ว				
35. มีความรู้หรือความสามารถในการสื่อสาร ระหว่างวัฒนธรรม (สามารถมีปฏิสัมพันธ์ หรือรู้วิธีการมีปฏิสัมพันธ์กับคนที่มาจาก ต่างวัฒนธรรมได้อย่างเหมาะสม)				
36. รู้และสามารถแนะนำแหล่งข้อมูลอ้างอิง เกี่ยวกับภาษาอังกฤษที่มีความน่าเชื่อถือได้				
37. สามารถตอบคำถามเกี่ยวกับการใช้ ภาษาอังกฤษที่มีความสลับซับซ้อนได้				
38. มีความเป็นกันเองและใจดี				

39. มีความสัมพันธ์ที่ดีกับนักศึกษาในฐานะครูและลูกศิษย์				
40. บอกเล่าประสบการณ์ส่วนตัวหรือประสบการณ์การทำงานกับนักศึกษา				
41. ดูแล เอาใจใส่ และรับฟังนักศึกษา				
42. อดทน ยืดหยุ่น และนักศึกษาสามารถเข้าถึง (ติดต่อ) ได้				
43. มีทัศนคติที่ดีกับนักศึกษา				
44. เข้าใจระดับความสามารถภาษาอังกฤษที่ต่างกันของนักศึกษา				
45. สามารถสร้างความสนุกสนานและมีอารมณ์ขัน				

ส่วนที่ 3 อิทธิพลของอาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพที่มีต่อแรงจูงใจในการเรียนและความสามารถในการสื่อสารภาษาอังกฤษของนักศึกษา

คำแนะนำ โปรดตอบคำถามดังต่อไปนี้ตามความจริงด้วยการเขียนตอบหรือทำเครื่องหมาย

[✓]หน้าตัวเลือกที่ตรงกับความเห็นของนักศึกษามากที่สุด

3.1 นักศึกษาคิดว่า “อาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ” มีผลต่อแรงจูงใจในการเรียนภาษาอังกฤษของนักศึกษามากน้อยเพียงใด

☐ มาก ☐ ปานกลาง ☐ เล็กน้อย ☐ ไม่มีผลใดๆ

3.2 นักศึกษาคิดว่า “อาจารย์ผู้สอนภาษาอังกฤษที่มีประสิทธิภาพ” เป็นแรงบันดาลใจหรือช่วยให้นักศึกษาสื่อสารภาษาอังกฤษได้มากน้อยเพียงใด

☐ มาก ☐ ปานกลาง ☐ เล็กน้อย ☐ ไม่มีผลใดๆ

ขอขอบคุณนักศึกษาทุกคนให้ความร่วมมือในตอบแบบสอบถามนี้ ในลำดับต่อไปของการเก็บข้อมูล ผู้วิจัยจะจัดให้มีการสัมภาษณ์แบบกลุ่ม (focus group interview) จำนวน 3-5 กลุ่มกับนักศึกษาประมาณ 30 คนเพื่อขอข้อมูลเพิ่มเติมจากที่ให้ไว้ในแบบสอบถามนี้ หากนักศึกษาสนใจเข้าร่วมการ

สัมภาษณ์กลุ่มดังกล่าว นักศึกษาสามารถฝากข้อมูลติดต่อกลับในหน้าถัดไป โดยนักศึกษาที่เข้าร่วมการสัมภาษณ์แบบกลุ่มจะได้รับค่าตอบแทนในการเข้าร่วมเป็นเงิน 300 บาท ทั้งนี้ การสัมภาษณ์แบบกลุ่มแต่ละครั้งจะใช้เวลาประมาณ 40-60 นาทีและสัมภาษณ์เป็นภาษาไทยผ่านทางออนไลน์ (online)

ชื่อ: _____ ชื่อเล่น: _____

โทร: _____

E-mail: _____

😊 ขอขอบคุณนักศึกษาทุกคนที่ให้ความร่วมมือตอบแบบสอบถามนี้ 😊



APPENDIX B

INTERVIEW PROTOCOL

1. In your opinion, what is the most important characteristic of effective English language teachers?
2. Most students answered in the questionnaires that in English class, they would like the teachers to teach them by letting them practice using. Can you please explain or give example of “teaching by letting students practice using English”?
3. Do you think “teaching by helping students to understand lesson” and “teaching by letting students practice” are the same or different?
4. What do you think when teachers ask questions and randomly call students to answer the questions?
5. What is a fun English class in your opinion?
6. What kind of English language teacher would you like to study with?
7. How about the English language teachers that you don’t want to study with?
8. There are two teachers: Teacher A and Teacher B. Teacher A can explain things clearly, can help students to understand lessons easily but s/he is strict when teaching and grading assignment. Teacher B always teaches in a relaxing and fun way, not very strict when teaching and grading assignment but s/he is not good at explaining things. Between Teacher A and Teacher B, which teacher would you like to study with and why?
9. What do you think about this statement, “Anyone who can communicate in English can be English language teachers”?
10. In your opinion, is it necessary for English language teachers to know cultures of native English speakers or cultures of other countries? Why and how?

ชุดคำถามสำหรับการสัมภาษณ์

1. ตามความเห็นของนักศึกษา คุณลักษณะที่สำคัญที่สุดของ “ครูสอนภาษาอังกฤษที่มีประสิทธิภาพ” คืออะไร
2. ผลจากแบบสอบถาม มีนักศึกษาหลายคนตอบว่า ในวิชาภาษาอังกฤษ อยากให้อาจารย์สอนโดยเน้นการฝึกปฏิบัติ นักศึกษาคิดว่า การสอนโดยเน้นการฝึกปฏิบัติเป็นอย่างไร ขอให้นักศึกษาช่วยอธิบายหรือยกตัวอย่างให้ฟัง
3. ระหว่าง “สอนให้เข้าใจ” กับ “สอนโดยเน้นการฝึกปฏิบัติ” นักศึกษาคิดว่าเหมือนกันหรือต่างกัน
4. นักศึกษาคิดอย่างไรกับการที่อาจารย์ถามคำถามและสุ่มเรียกให้ตอบ
5. ชั้นเรียนภาษาอังกฤษที่สนุกมีลักษณะเป็นอย่างไร
6. อาจารย์สอนภาษาอังกฤษแบบไหนที่นักศึกษาอยากเรียนด้วย
7. แล้วอาจารย์สอนภาษาอังกฤษแบบไหนที่นักศึกษาไม่อยากจะเรียนด้วย
8. มีอาจารย์อยู่ 2 คน คือ อาจารย์ A และอาจารย์ B อาจารย์ A อธิบายเนื้อหาชัดเจน สอนเข้าใจง่าย แต่เข้มงวดเวลาสอนและเวลาตรวจงานให้คะแนน ส่วนอาจารย์ B เป็นอาจารย์ที่สอนแบบสบาย ๆ ให้คะแนนไม่ยาก แต่อธิบายเนื้อหาไม่ค่อยชัดเจน ระหว่างอาจารย์ A และอาจารย์ B นักศึกษาอยากเรียนกับอาจารย์คนไหน
9. นักศึกษาคิดอย่างไรกับข้อความนี้ “ใครก็ตามที่สื่อสารภาษาอังกฤษได้ก็สามารถเป็นครูสอนภาษาอังกฤษได้”
10. ในความเห็นของนักศึกษา ครูสอนภาษาอังกฤษจำเป็นต้องรู้เรื่องเกี่ยวกับวัฒนธรรมของเจ้าของภาษาหรือวัฒนธรรมของชาติอื่น ๆ หรือไม่ อย่างไร

APPENDIX C
CERTIFICATE OF APPROVAL
BY
ETHICS REVIEW BOARD OF RANGSIT UNIVERSITY

		COA. No. RSUERB2022-102
Certificate of Approval By Ethics Review Board of Rangsit University		
COA. No.	COA. No. RSUERB2022-102	
Protocol Title	Thai Science and Social Science Undergraduates' Perceptions toward Reflective English Language Teacher Characteristics	
Principal Investigator	Kanchana Choevasukharnorn	
Affiliation	Rangsit English Language Institute (RELI), Rangsit University	
How to review	Expedited Review	
Approval includes	1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan	
Date of Approval	26 September 2022	
Date of Expiration	26 September 2024	
The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CHOMES Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP		
 (Associate Professor Dr. Pimol Kanchanasaporn) Chairman, Ethics Review Board for Human Research		
<small>Ethics Review Board of Rangsit University, 21st floor, Rajit Chulabab Building 21st fl. Rangsit University Tel. 0 2781 5128 Email: ruerb@rangsit.ac.th</small>		



APPENDIX E

PARTICIPANT INFORMATION SHEET 18+ (FOCUS GROUP INTERVIEW)



RSU-ERB,004-1 เอกสารชี้แจงผู้เข้าร่วมการวิจัยอายุ 18 ปีขึ้นไป-ไทย
(Participant Information Sheet 18+)



☐ ต้นฉบับ ☒ การปรับปรุงฉบับครั้งที่ 2 วันที่ 1 พฤศจิกายน 2565

ใบเอกสารนี้วางมีข้อความที่อ่านแล้วแล้วไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัย หรือผู้แทนให้ข้อมูลอธิบายจนกว่าจะเข้าใจดี ถ้าขอได้รับเอกสารนี้ 1 ฉบับ นำกลับไปอ่านที่บ้านเพื่อปรึกษากับญาติพี่น้อง เพื่อนสนิท หรือผู้อื่นที่อ่านแล้วสามารถอ่าน แล้วช่วยให้ความคิดเห็นโดยเร็วร่วมการวิจัย

ชื่อโครงการ(ภาษาไทย) การวิจัยเรื่องผลกระทบของมาตรการลดขนาดปากปลาทูที่มีประสิทธิภาพของนักศึกษามหาวิทยาลัยราชภัฏสกลนคร

ชื่อผู้วิจัย ดร.ศุภมาส ขาวสะอาด

สถานที่วิจัยสถานที่ทำงานและสถานที่พักที่ศึกษาได้ตั้งในคณะมนุษยศาสตร์และสังคมศาสตร์ 24 ชั่วโมง

มหาวิทยาลัยราชภัฏสกลนคร โทร. 02-297-2200 ต่อ 4048-4051 และ โทร 091-451-5055

ผู้ให้ทุน สถาบันวิจัย มหาวิทยาลัยราชภัฏสกลนคร

โครงการวิจัยนี้จัดขึ้นเพื่อ การศึกษาด้านผลกระทบของมาตรการลดขนาดปากปลาทูที่มีประสิทธิภาพของนักศึกษามหาวิทยาลัยราชภัฏสกลนคร

ท่านได้รับเชิญให้เข้าร่วมวิจัยเพราะมีคุณสมบัติที่เหมาะสมที่จะทำการศึกษาค้นคว้าวิจัยได้ ท่านได้แจ้งความยินยอมแล้ว EN126 ในการเข้าร่วมวิจัย โดย EN126 เป็นหนังสือชี้แจงรายละเอียดของโครงการวิจัยที่มหาวิทยาลัยราชภัฏสกลนครได้จัดทำขึ้นเพื่อให้ท่านได้อ่านและเข้าใจก่อนการเข้าร่วมวิจัย

ท่านจะได้รับประโยชน์จากการเข้าร่วมวิจัย หรือ อาจจะไม่ได้รับประโยชน์จากการเข้าร่วมวิจัยก็ได้ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย

ท่านจะได้รับประโยชน์จากการเข้าร่วมวิจัยหรือไม่ คิดประมาณ 30 นาที

ระยะเวลาที่ใช้ในการเข้าร่วมวิจัย 30 นาที

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้

ท่านจะได้รับประโยชน์จากการเข้าร่วมวิจัยหรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย การเข้าร่วมวิจัยอาจมีผลกระทบต่อสุขภาพของคุณได้หรือไม่ ขึ้นอยู่กับความเข้าใจของท่านในการเข้าร่วมวิจัย

ในการเข้าร่วมการวิจัย ท่านจะได้รับประโยชน์ประมาณ 300 บาท ซึ่งจะเป็นค่าตอบแทนจากการเข้าร่วมวิจัย ซึ่งจะไม่เป็นค่าตอบแทนจากการเข้าร่วมวิจัย ซึ่งจะไม่เป็นค่าตอบแทนจากการเข้าร่วมวิจัย ซึ่งจะไม่เป็นค่าตอบแทนจากการเข้าร่วมวิจัย

APPENDIX F
ITEM-OBJECTIVE CONGRUENCY (IOC) TEST OF QUESTIONNAIRE

Section and Items in Questionnaire	Expert 1	Expert 2	Expert 3	Total	IOC Result
1.1	1	1	1	3	1
1.2	1	1	1	3	1
1.3	1	1	1	3	1
1.4	1	1	1	3	1
1.5	1	1	1	3	1
1.6	1	1	1	3	1
2.1	1	1	1	3	1
2.2.1 - 2.2.20	1	0	1	2	0.6
2.2.21 - 2.2.25	1	0	1	2	0.6
2.2.26 - 2.2.29	1	0	1	2	0.6
2.2.30 - 2.2.37	1	1	1	3	1
2.2.38 - 2.2.45	1	0	1	2	0.6
3.1	1	1	1	3	1
3.2	1	1	1	3	1

APPENDIX G
ITEM-OBJECTIVE CONGRUENCY (IOC) TEST OF INTERVIEW
PROTOCOL

Items in Interview Protocol	Expert 1	Expert 2	Expert 3	Total	IOC Result
1	1	1	1	3	1
2	1	1	0	2	0.6
3	1	1	0	2	0.6
4	1	1	1	3	1
5	1	1	1	3	1
6	1	1	1	3	1
7	1	1	1	3	1
8	1	1	1	3	1
9	1	1	1	3	1
10	1	1	1	3	1



RESEARCHER'S PROFILE

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