



**COLLEGE STUDENTS' PERCEPTIONS AND PREFERENCES
OF ENGLISH LANGUAGE TEACHERS' TEACHING
QUALITIES: A CASE STUDY IN CHINA**

**BY
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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION
IN BILINGUAL EDUCATION
SURYADHEP TEACHERS COLLEGE**

**GRADUATE SCHOOL, RANGSIT UNIVERSITY
ACADEMIC YEAR 2023**

Thesis entitled

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was submitted in partial fulfillment of the requirements
for the degree of Master of Education in Bilingual Education

Rangsit University
Academic Year 2023

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May 17, 2024

Acknowledgements

I would like to express my most sincere gratitude to all the people who have assisted and supported me with my thesis writing all the way from the very start of my work until the end, without whom, the complement of such long piece of work would never happen.

First of all, my deepest appreciation goes to my supervisor, Professor Anchalee, who gives me systematic guidance, valuable instructions, consistent encouragement and meticulous care through the whole process of my postgraduate career. Her profound knowledge and strict attitudes towards academic study have always inspired and influenced me dramatically and positively. Without her invaluable support, enlightening suggestions and scientific assistance, the thesis would have been a mission impossible.

I am also genuinely thankful to all the teachers who have never stopped offering me enriched knowledge throughout the pursuit of my master degree.

Furthermore, my thanks go to all the participants who have involved in providing data in this current study and all the colleagues who support and encourage me.

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6104452 : Duan Feng
 Thesis Title : College Students' Perceptions and Preferences of English
 Language Teachers' Teaching Qualities: A Case Study in China
 Program : Master of Education in Bilingual Education
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Abstract

Teachers' teaching qualities include four aspects: personality quality, classroom management, content, pedagogical and technical skill and knowledge and teaching professionalism. This study aimed 1) to investigate the students' perceptions of English language teachers' teaching qualities and 2) to identify the students' preferences of English language teachers' teaching qualities. The study adopted the quantitative method approach. By using Krejcie and Morgan formula for calculating the sample size, 52 students were selected from a population of 68 second-year English major college students from Shaanxi University of Chinese Medicine, in China. The questionnaire was modified from Ustunluoglu (2011) and the IOC was 0.67. The pilot test resulted in Cronbach Alpha score of 0.87. The 43-item questionnaires were filled out by 52 respondents and sent to the respondents online.

Recommendations for English language teachers are that they should pay attention to be more student-centered and students' interests. Teachers are highly encouraged to employ novel and flexible teaching methods. They should be aware of the influence of their teaching qualities which comprise personal quality and teaching qualities.

(Total 73 pages)

Keywords: Students' Perceptions, Student's Preferences, College Students, Teaching Qualities

Student's Signature..... Thesis Advisor's Signature.....

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Chapter 1

Introduction

This chapter provided background information on the issues that the present study addresses. It covered background of the study, statement of the problem, objectives of the study, research questions, scope of the study, the conceptual framework, the study's significance, limitations, and definition of the key terms.

1.1 Background of the Study

During the past decades, the number of English learners around the world has risen dramatically owing to globalization of economy being a principal contributor to the increase (Crystal, 2003). China has the highest number of English language learners in the whole world (Crystal, 2003; He & Li, 2018). According to Pan and Block (2011), there are about 13 million out of 200 million university students studying English in China. And in China, with the improvement of comprehensive strength and people's living standards, China's higher education has developed from "high-end" education to "civilian" education. Colleges and universities across the country have carried out large-scale enrollment expansion, and more and more students have entered the halls of colleges and universities to receive higher education (Wang, 2022). Therefore, there is a great need for highly qualified English teachers.

"The education plan is based on teachers", which shows that China attaches great importance to the profession of teachers (Zhou & Jin, 2017). No matter how the world situation changes, education is an eternal topic, and teachers are the main role in this eternal topic (Lin & Liu, 2019). Facts have proved that the success of educational reform depends on whether teachers can actively make efforts for the reform. Under such a background, teachers must be tested, such as professional skills and abilities, teaching knowledge, comprehensive development of students, and so on (Xin & Shen, 2019). Therefore, the value of teachers is generally concerned by the society, so the

research on teachers is gradually increasing. Teachers themselves are the technical engineers who constitute the human spirit and soul, and are the developers and personality shapers of students' intelligence (Wang & Xie, 2016). Therefore, teachers play a key role in the growth of students in college, so teachers need to be full of passion and creativity in teaching activities (Guo & Xu & Zhang, 2014).

The concept of foreign language curriculum advocated by the current Chinese curriculum reform puts forward higher requirements for college English teachers, so the study of the teaching quality of English teachers has become a problem that every college English teacher must consider (Xu, 2014). College English course is a public compulsory course in colleges, which has been highly concerned by colleges and society (Zhan, 2020). The quality of its classroom teaching is directly related to the training quality of students in all majors. Therefore, exploring a scientific and reasonable evaluation system of college English classroom teaching quality has become an important part of college English language teaching reform (Gao, 2010).

The modern educational concept believes that students are the main body of learning and development. Higher education curriculum teaching should not only endow students with strong professional skills, but also pay attention to students' subjective value (Lei, 2015). Language teaching must pay attention to students' individual differences and different learning needs according to their physical and mental development and language learning characteristics, and fully stimulate students' initiative and enthusiasm (Gu, 2018). According to this requirement, college English classroom teaching evaluation should also truly reflect the basic concept of modern education of 'people-oriented' and 'student-oriented', and guide teachers' teaching work to focus on the development of students through student evaluation (Li, 2018). Student evaluation of teaching is an important part of the classroom teaching evaluation system, which together with expert evaluation, peer evaluation and teacher self-evaluation constitute a complete teaching evaluation system (Ding, 2016). The ultimate goal of college English teaching is to cultivate and improve students' ability to use language, which determines the diversity and flexibility of classroom teaching in terms of content, methods and means (Liu & Chen, 2016). The purpose of teachers' teaching

is not to teach much language knowledge, but to let students master language learning methods and cultivate their subjective awareness of learning (Cai & Zhang, 2015). Therefore, the evaluation methods of college English classroom teaching quality should also be flexible and diverse.

Although many researchers have done a lot of research on the quality of college classroom teaching, there are still many problems and deficiencies in the work of student evaluation of teaching in Chinese colleges (Fu & Zhou, 2014). However, most colleges and adopt a unified evaluation standard for all disciplines, without considering the characteristics of different disciplines and different courses, and have a single information channel (Bao, 2019). The content of the evaluation index exceeds the students' understanding level, neglects the students' main position, and fails to achieve the purpose of improving the teaching quality (Liu, 2014). Therefore, through quantitative research, this study aims to understand students' perceptions of English language teachers' teaching qualities through the study of personal quality, classroom management, content, pedagogical and technical skill and knowledge, and teaching professionalism.

1.2 Statement of the Problem

Exam-oriented education is widely used in China, which overemphasizes the learning of knowledge and ignores the cultivation of ability (Li, 2020).

Influenced by traditional exam-oriented education, teachers pay too much attention to scores. In actual English teaching, students learn knowledge passively under the control of teachers, lack the way and method of active inquiry learning, and lack enthusiasm for active questioning. Over time, the skills of independent thinking and autonomous learning cannot be fully developed, and the comprehensive ability of language use cannot be truly improved. While paying attention to the teaching of language knowledge, teachers will pay great attention to the acquisition of students' scores and the ranking of students, thus ignoring the cultivation of students' comprehensive ability and core literacy. It not only leads to the decrease of students'

enthusiasm for English learning, but also makes students lack of innovative ability, which is not conducive to future learning.

Most Chinese colleges still follow a teacher-centered teaching approach (Li, 2018). This traditional teaching mode is not conducive to comprehensively improving the comprehensive quality of teachers, as it has a single means of teaching, rarely designs modern teaching equipment, and has relatively low requirements for the quality of teachers, which is very unfavorable for comprehensively improving the comprehensive quality of teachers. This teaching mode is also not conducive to broadening the perspectives of teachers and students, expanding the scope of knowledge, and cultivating students' autonomous learning ability. Teachers do not pay enough attention to students' learning abilities and methods, and teaching is too procedural and modular.

1.3 Research Objectives

The study aimed to:

- 1) Investigate the students' perceptions of English language teachers' teaching qualities
- 2) Identify the students' preferences of English language teachers' teaching qualities

1.4 Research Questions

The questions for the study are as follows:

- 1) What are the students' perceptions of English language teachers' teaching qualities?

2) What are the students' preferences of English language teachers' teaching qualities?

1.5 Conceptual Framework

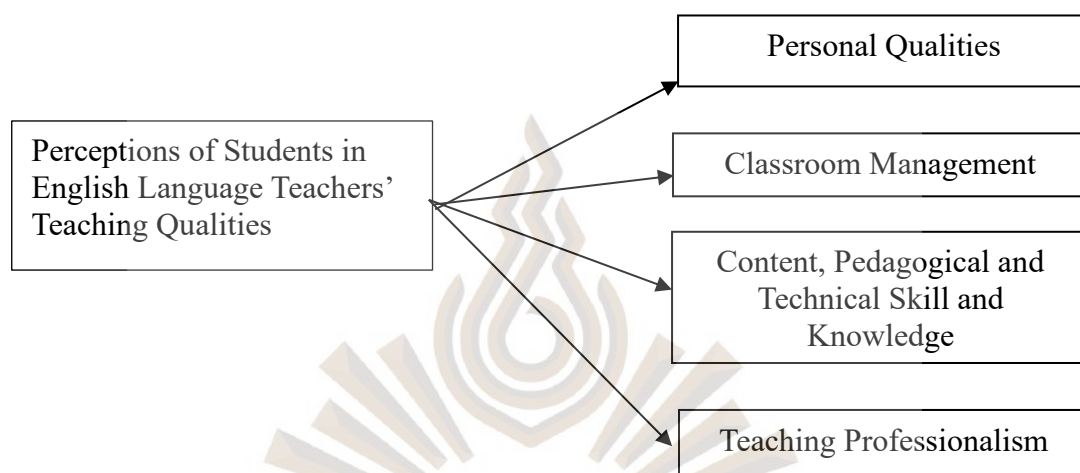


Figure 1.1 Conceptual Framework of the Study

1.6 Significance of the Study

The findings were be beneficial to the following parts:

- 1) Teaching quality is the driving force for college development.

The improvement of teaching quality mainly lies in the teaching level of teachers, and the quality of education and teaching is ultimately reflected in the target audience. The standard for measuring the quality of teaching is the purpose of education and the training objectives of schools at all levels. The purpose of education stipulates the quality requirements of the educated and is also the fundamental foundation of education; The college's training objectives stipulate that the specific quality of trainers is the quality specification for qualified talents. Only scientific education and teaching quality can promote the development of colleges.

2) Teaching quality is an important foundation for building an innovative country.

The National Party conference proposed that China is about to enter the ranks of innovative countries. The country cannot do without talents, and the cultivation of talents cannot do without teaching. The ability to cultivate a large number of talents in a short period of time depends on the quality of teaching and the level of teachers in schools. Improving teaching quality, on the one hand, solves the problem of sustainable development in schools, on the other hand, it also solves the plan for talent cultivation, and more importantly, it is the main force determining the prosperity of the country.

3) Teaching quality is the only criterion for evaluating the level of teachers.

The teaching level of a teacher is directly reflected in the students, their grades, comprehensive abilities, integrity, and so on. Improving the quality of education and teaching also reflects the value of a teacher.

4) The future development of students depends on teaching.

According to scientific teaching, students' future development will have a different pattern, and they are more likely to become the talents that the country needs. The quality of teaching can determine the future development of students, determine the survival of schools, and affect the national talent cultivation plan. Therefore, the quality of teaching is of great significance to students, schools, and even the country. Improving teaching quality is to grasp the future.

1.7 Limitations of the Study

The limitation of this study is that the scope of the study is very small. It only studies the situation of English language teachers from only one college in China. Teaching qualities of English language teachers in this study cannot represent the whole situation of English language teachers in China.

1.8 Definitions of Terms

The following key terms are adopted in this study.

College Students

It refers to the second-year English major college students from Shaanxi University of Chinese Medicine. They will be chosen for this study because they have been in college for two years, which makes them more comprehensive.

Perceptions

It refers to a way of regarding, understanding, or interpreting some; a mental impression. However, in this study, it means, the English major students' perceptions of English language teachers in teaching qualities.

Teaching Qualities

It refers to the qualities of the teaching abilities of the teachers in the delivery process. In addition, the factors that have led to the qualities are also investigated. In this study, teaching qualities means the teachers' personal qualities (some characteristics of English language teachers), classroom management (planning and arrangement of a class), content, pedagogical and technical skill and knowledge (content-pedagogy-technical knowledge) as well as teaching professionalism (teachers' professional behavior and ability).

Preferences

It refers to which aspect and details of the teacher do students prefer more in this study. In terms of personality quality, students prefer that teachers are easy-going, patient and good-tempered. In terms of classroom management, students prefer that teachers can create an active and relaxed learning atmosphere, establish a plan and assign open-ended projects for the class. In terms of content, pedagogical and technical skill and knowledge, students prefer that teachers can have sufficient knowledge of English, use student-centered approach and have up-to-date knowledge of how to teach

English. In terms of teaching professionalism, students prefer that teachers have a good morality, treat students equally and praise and encourage students.



Chapter 2

Literature Review

This chapter presents firstly, the personal qualities of a good English language teacher based on previous studies. Secondly, the chapter explains why the native speaker model for teachers of the English language was promoted at the beginning of the field of English language teaching and learning before later the field turns to accepting non-native speakers that can be successful teachers of English. Next, the areas that teachers should be capable of, namely, classroom management, pedagogy, knowledge and skills are discussed. The following section will cover the concept of teaching professionalism as well as strengths and weaknesses of NESTs and NNESTs.

2.1 Personal Qualities of a Good English Language Teacher

To be a good English language teacher, a person is required to have certain specific skills, especially those related to teaching. The following table indicates what has been found by ten studies in the area.

Table 2.1 Characteristics of a Good English Language Teacher

No.	Researcher/Year	Research Title	Teacher Characteristics
1	Arikan, Taser & Sarac-Suzer (2008)	The Effective English language Teacher from the Perspectives of Turkish Preparatory School Students	An effective teacher is a friendly, young, enthusiastic, creative and humorous person. He or she should be a native speaker of Turkish but fluent in English and with correct English pronunciation.

Table 2.1 Characteristics of a Good English Language Teacher (Cont.)

No.	Researcher/Year	Research Title	Teacher Characteristics
2	Chayanuvat (2009)	English Learning Experiences of Students Enrolled at a Thai University: A Case Study	Desirable general warm human qualities such as caring and nurturing, specific personal characteristics accommodating presentation and performance skills, sufficient content knowledge and effective teaching strategies.
3	Kadha (2009)	What Makes a Good English Language Teacher? “Teachers’ Perceptions and Students’ Conceptions”	Preparation and presentation of materials, planning a lesson making it interesting, stating its objectives. motivating students and analyzing their needs
4	Al-Magtri and Thabet (2013)	The Qualities of the Good English Teacher as Perceived by Saudi and Yemeni College Students of English Qualities	Under the socio-affective category are that the good English teacher is patient, relaxed, good-tempered, fair, helpful encouraging, respectful, kind, loving and care.
5	Zhong (2015)	National Standard for Undergraduate Teaching Quality of English Majors	Take teacher development as the first priority, strengthen the humanistic and cultural quality of English professional teachers.

Table 2.1 Characteristics of a Good English Language Teacher (Cont.)

No.	Researcher/Year	Research Title	Teacher Characteristics
6	Chen (2017)	A Comparative Study of Chinese-speaking and English-speaking EFL Teachers' Questioning Behaviors	Teachers are encouraged to propose reference questions in English classes if possible; Adopting question strategies in a flexible way will assist students to answer questions; Enough waiting time is suggested to set aside for students; Praises with comments or follow-up questions are encouraged.
7	Sulasmi (2017)	Good English Teacher Characteristics as Perceived by the Seventh Semester Students of Eonglish Education Department, Univeritas Muhammadiyah Surakarta	<p>Their perceptions of good English teacher characteristics are related technical knowledge of mastering the four skills (listening, speaking, reading and writing), grammar, vocabulary, clear pronunciation, explaining material clearly and managing time</p> <p>Pedagogical skills are managing classrooms well, motivating students, giving optimal feedback, using interesting and variety media and variety techniques. In addition, individual qualities such as patience, honesty, discipline, responsibility and good figure.</p>

Table 2.1 Characteristics of a Good English Language Teacher (Cont.)

No.	Researcher/Year	Research Title	Teacher Characteristics
8	Liu (2019)	The Investigation Research on the English Teachers' Qualities from the Perspectives of Secondary School Students	Through the five aspects of English teaching resources, English teacher resources, English curriculum construction and English curriculum quality management, improve students' satisfaction with correct evaluation of English teaching instruction and ensure good teaching quality.
9	Pang & Zhao (2019)	A Case Study of Discourse Analysis for Excellent College English Teachers	College English teachers' theoretical accomplishment, language ability and teaching practice level are the premise and foundation of improving college English classroom teaching quality.
10	Wichadee (n.d.) (2020)	Characteristics of Effective English Language Teachers: The Perspectives of Bangkok University Students	Students placed an importance on overall characteristics at a high level and highest level to organization and communication skills. From the interviewed data, students considered being well-prepared the most important.

In summary, there are many aspects that many good teachers must have their individual characteristics, the teaching abilities beginning from the choice of pedagogy, subject knowledge and necessary skills for teaching as well as their strengths and weaknesses. This is the reason why this study wants to explore the students' perceptions of English language teachers' teaching qualities so that the findings from this study will be useful for the schools or universities when they make their choices for teacher recruitment.

2.2 Classroom Management

Chinese and western scholars have defined the classroom management, but they are not completely consistent. It can be divided into three orientations: functional orientation, behavior change orientation and interpersonal interaction orientation (Liu, 2012). The functional orientation emphasizes the management of standards and focuses on the establishment and maintenance of norms. The orientation of behavior change emphasizes the control of students' classroom behavior and the maintenance of discipline. Interpersonal interaction orientation emphasizes personal subjective feelings, and pays attention to the influence of teachers' behavior on students' emotional attitudes.

Chen (2012) proposed that "classroom management is the process of establishing a suitable classroom environment, maintaining classroom interaction, and promoting classroom growth. Among them, establishing a suitable classroom environment is the basic premise of classroom management, maintaining classroom interaction is the measure of classroom management, and promoting classroom growth is the ultimate goal of classroom management". Tian (2006) believes that "classroom management is a process in which teachers can effectively achieve the predetermined teaching objectives by coordinating various teaching factors in the classroom". Pi (2019) believes that "classroom management refers to the coordination of teachers, students and classroom situations in the classroom. The relationship between the three environments and the process of effectively achieving the predetermined teaching objectives".

Scholars in Taiwan also put forward many opinions. The representative views are as follows: classroom management is equivalent to classroom management. Teachers and students should properly deal with the factors such as people, things and things in the classroom, so that the classroom becomes the most suitable environment for learning and is easy to achieve teaching objectives; Classroom management is a kind of management method that aims to make children learn happily in school and class and have a happy group life and reorganize the elements of people, things and things to help teachers carry out activities (Chen, 2015).

Emmer (1987) believes that “classroom management is a teacher’s behavior and activity to promote students’ cooperation and participation in classroom activities. Its scope includes the creation of physical environment, the establishment and maintenance of classroom order, the treatment of students’ problem behaviors, the cultivation of students’ sense of responsibility and the guidance of learning”. Good (1973) and others believe that “classroom management is to deal with or guide the problems involved in classroom activities in order to achieve educational goals, such as discipline, democratic methods, teaching materials, environmental arrangements and student social relations”. McCaslin (1992) believes that “classroom management is not to induce students to obey, it can or should be to promote students’ self-understanding, self-evaluation and internalization into self-control”.

Based on the classroom management, this study believes that classroom management is a series of teacher behaviors that can stimulate students to consciously participate in classroom learning and activities, and that teachers and students can jointly build a harmonious and positive classroom environment and atmosphere, reduce the occurrence of students’ problem behaviors, and achieve educational goals.

2.3 Content, Pedagogical and Technical Skill and Knowledge

Knowledge can be divided into different types according to different standards. Xia (2010) classified knowledge in his doctoral thesis “Theory of Knowledge - Intellectual Property Rights, Intellectual Trade and Economic Development”. They are

as follows: according to the philosophical classification of knowledge, knowledge can be divided into truth knowledge, aesthetic knowledge and moral knowledge; According to the access to knowledge, knowledge can be divided into empirical knowledge and theoretical knowledge; According to the transmission nature of knowledge, knowledge can be divided into tacit knowledge and coded knowledge; According to management needs, knowledge can be divided into basic knowledge and applied knowledge.

Although Shi (2011) did not give a clear definition of “knowledge” in his monograph “Knowledge Transformation and Education Reform”, he mentioned that the concept of knowledge is far from a simple definition of knowledge. It involves other complex and important epistemological issues, such as origin, standard, nature and even development. In the history of western philosophy, there is not much consensus on the concept of knowledge. Therefore, the question of “what is knowledge” is also an open question, which cannot be solved once and for all. Shi (2011) introduced the concept of “knowledge type” in his book, taking into account the “relationship between knowledge and knowledge”, “relationship between knowledge and knowledge object”, “knowledge as a logical problem of statement itself”, and “relationship between knowledge and society” involved in people’s response to the concept of knowledge, and pointed out that, the “form of knowledge” is the “model of knowledge” or “paradigm of knowledge”. It is the standard of all knowledge production, defense, dissemination and application in a period, with the characteristics of standardization, commonality, historicity, apriority and culture.

In “From Educational Knowledge to Pedagogical Knowledge”, Guo and Wu (2017) distinguished the difference between educational knowledge and pedagogical knowledge, and believed that educational knowledge provides educators with a reference action plan, which is experiential and operational, and is a kind of practical knowledge; with the guidance of values as the main frame of reference, pedagogical knowledge has the characteristics of rationality and abstraction. It is a theoretical category of practical philosophy and belongs to metaphysics. At the same time, they clearly pointed out that pedagogical knowledge transcends the blindness and randomness of educational knowledge, but it is not a ready-to-use knowledge, nor an

objective knowledge for operational use. It is a kind of knowledge that provides us with a way of thinking and thinking. It refers to the epistemological level. Learning pedagogical knowledge is to tell us why we should study pedagogy and how we should treat education and pedagogy, it provides a guiding idea rather than a solution to a specific educational problem.

Shen (2017) put forward in his doctoral dissertation “The Practical Turn of Pedagogical Knowledge in the Perspective of Post-modern Knowledge” that pedagogical knowledge refers to pedagogy existing as knowledge, that is, all the knowledge acquired through educational academic research or all the knowledge that constitutes education. He further pointed out that, first of all, pedagogical knowledge is the knowledge that constitutes pedagogy and pedagogy exists as a form of knowledge, not just “about” pedagogical knowledge. “About” pedagogical knowledge belongs to the scope of pedagogical epistemology and is covered in the scope of pedagogical knowledge. Secondly, educational knowledge is the result of the research on the process of educational activities. It constitutes the content of pedagogy and becomes an integral part of the structure of pedagogical knowledge. Therefore, educational knowledge is also included in pedagogical knowledge.

According to the information that the author has, although there are not many studies on pedagogy by scholars at home and abroad, there are more in-depth discussions on pedagogy. As the knowledge element of pedagogy, the disciplinary nature of pedagogy inevitably limits the development direction of pedagogical knowledge. If pedagogy is recognized as a science or is becoming a scientific discipline, the construction of pedagogical knowledge should always face modernity and adhere to the scientific value orientation. If pedagogy is recognized as not a science, the construction of pedagogical knowledge may need to learn from the basic ideas of post-modernism and take the non-scientific path.

2.4 Teaching Professionalism

2.4.1 Definition of Teachers' Professionalism

The connotation of teachers' professionalism is based on the understanding of quality and professional quality. Professionalism is based on innate heredity. It is formed by the nurture, various levels of education, life experience and personal life practice, and each industry has its own professionalism, these qualities are special requirements (Ye, 2006). Some achievements have been made in the research on the connotation and characteristics of teachers' professionalism. It is mainly the research results of Lin Chongde of China, Ryan of the United States and Holler of the United Kingdom.

Professor Lin Chongde and others in China have conducted research on teacher professionalism itself. They think that the connotation of teachers' professionalism "should reflect the particularity of teachers' profession", "should have profound theoretical background", "should focus on teaching activities themselves", "should regard it as a systematic structure" (Zhu, 2002). It is the unity of structure and process "and" both provide theoretical guidance. It is also operable. Based on the results of theoretical and experimental research over the years, they pointed out that it is what teachers show in education and teaching activities, determine its education and teaching effect. It is the sum of direct and significant psychological quality for students' physical and mental development (Lin, 1998).

Through classroom observation, factor analysis and correlation analysis, it puts forward nine characteristics of teacher professionalism that can produce effective or ineffective education (Zhu, 2000):

Professor Holler, a British educator, believes that teachers' professionalism should be added with special requirements on the basis of general professional professionalism, in the book "The Role of Teachers", he puts forward six requirements for teachers' professionalism: perform important social services; systematic knowledge training; persistent theoretical and practical training; high degree of autonomy; regular in-service training; the ethics of the group.

Many other scholars and experts have also studied the professionalism of teachers, and put forward their own opinions, in summary, the research on the connotation of teachers' professionalism should include three basic categories: the development of teachers' professional knowledge, proficiency of teachers' professional skills and sound professional sentiment.

2.4.2 Training of Teachers' Professionalism

On how to cultivate teachers' professionalism, many researchers have carried out relevant research. Hu Ruifeng believes that the cultivation of teachers' professionalism should be mainly through the following five ways: first, through the reform of normal education; second, through vocational training; third, equal emphasis on cooperation and competition; fourth, by paying attention to new teachers; fifth, through the continuous deepening of lifelong education (Hu, 2002).

He Weidong, Wei Zaijiang and other researchers believe that there are three practical ways to improve the professionalism of English teachers: first, refine the evaluation criteria for teacher qualifications and carrying out the professional construction of teachers; second, implement a dynamic teacher qualification certification system; third, implement the training strategy of reflective teachers from the form of teacher education.

Different scholars have different views and different perspectives have different conclusions. "The Opinions on Comprehensively Deepening the Reform of the Construction of Teachers in the New Era" issued by the Central Committee of the Communist Party of China and the State Council also emphasized that vigorously revitalize teacher education and constantly improve teachers' professional quality and ability. It can be seen that it is urgent to revitalize teacher education and improve the quality of teacher education. As an important part of education, teaching quality is the core and key of education quality. The quality of teacher education and teaching is mainly aimed at the training quality of pre service normal students, but at the same time it involves the training quality of post service teachers, including the sense of security brought by knowledge and skills, the sense of personal gain of normal students and post

service teachers, and the sense of teachers' training and training to meet the material and spiritual needs of society or others through teaching activities. The sense of respect created by the emotional relationship and the sense of happiness established by the value significance (Zhang and Deng, 2019). Exploring the indicator system of teachers' education and teaching quality and constructing the corresponding quality model can help people further understand the nature of teachers' education and teaching, and has important and far-reaching significance in promoting the formation of an evidence-based education and teaching decision-making mechanism, improving the quality of education and teaching and promoting education equity.

From the connotation analysis of high-quality development of teacher education and teaching at the macro level, we can see that the optimization of teacher education structure focuses on the adjustment of teacher education talent training structure, and its core is the quality of teacher talent training. At the same time, the proposition of establishing morality and cultivating people in the new era also means that teacher education and teaching work should “adhere to the priority of talent training” (Yang, 2018). The quality of teacher talent training is highlighted by the level of the core quality of education and teaching of the trained teachers in professional ethics, professional knowledge, professional skills and other aspects, as well as the degree of adaptation to the needs of teachers in teaching schools, which is a concentrated reflection of the quality of the teacher era. Therefore, the core of the high-quality development of teacher education and teaching is also the connotation of the middle level, which is reflected in the cultivation of the quality of the teacher era. Under the background of ‘Internet plus teacher education’ innovation action era, millions of backbone teachers, hundreds of thousands of excellent teachers and tens of thousands of educationist teachers have been cultivated for the development of education, which has become the goal pursuit of teacher education and teaching in the new era, and also put forward higher requirements for the cultivation of teachers' quality in the era. Teachers have been called “teachers” since ancient times, indicating that there is a natural relationship between teachers and craftsmen. Therefore, no matter what higher requirements are put forward for teachers by the changes of the times, whether they are backbone teachers, outstanding teachers or educationist teachers, they are the historical

heritage and realistic portrayal of the traditional craftsmanship spirit in the special profession of teacher education. Based on this, the cultivation of teachers' era quality needs to continue, inherit and carry forward the traditional craftsmanship spirit of our country, and endow it with the unique connotation of the new era.

With the development and progress of the times, the connotation of the traditional craftsman spirit has been developed. The craftsman spirit of the new era is mainly embodied in the following aspects: First, it runs through the humanitarian thought, pays full attention to the main role of people, and avoids being enslaved by the created things; Secondly, with the spirit of pragmatism as the connotation, we should first pay attention to the practicality and rationality of things to people; Third, on the premise of conforming to the weather, climate and materials, create decorations or appliances appropriate to the attributes of things; Fourth, guided by the principles of bionics, the harmony and unity between technology and nature should be realized; Fifthly, taking the practice of Tao as the goal orientation of the art, not being burdened by external objects, and demonstrating the perfect integration of Tao and tools; Sixthly, with the golden mean as a reference, it has both the external form of "literature" and the internal essence of "quality". Based on the realistic exposition of these traditional craftsmanship spirits, the quality of teachers in the new era has new connotation and value, which is manifested in the following qualities: those who value themselves and things, hold the teacher as the foundation, return to education based on practicality, teach students in accordance with their aptitude according to their own needs, move towards returning to nature with ingenuity and innovation, cultivate calm with skills, and pursue lofty virtues with gentleness (Zhao, 2004).

According to the above understanding, the high-quality development of teacher education and teaching in the new era is reflected in the following qualities of teachers to be trained: First, teachers should always uphold the dignity of their teachers, treat themselves as a person, and not blindly cater to students; The second is to return to the essence of teaching and educating people. Teachers should not only devote themselves to imparting rich scientific and cultural knowledge to students and developing their talents, but also become the model of students' learning by their own words and deeds,

and find the right time to answer questions for students' learning and daily life; Third, teachers should fully understand the characteristics of students, teach students in accordance with their aptitude, and realize their personalized growth; Fourth, teachers' professional development should follow the process from imitation to innovation, and avoid paying too much attention to form and breaking away from the essence of education and teaching; Fifthly, teachers should cultivate a calm and steady quality to resolve the contradiction between the short-term interests of education and teaching and the long-term nature of cultivating people for a hundred years; Sixthly, teachers should have good morality, realize the unity of internal morality and external behavior, so as to promote the development of students' morality.

2.5 Shaanxi University of Traditional Chinese Medicine

Shaanxi University of Traditional Chinese Medicine is the only ordinary institution of higher learning in Shaanxi to cultivate high-quality Chinese medicine talents, one of the eight key Chinese medicine universities in China, and an enrollment unit in Shaanxi Province. The school now covers an area of 796675.3 square meters. At present, there are nearly 15000 students of all kinds in school, including 14 teaching units and pediatrics colleges, including the School of Basic Medicine, the School of Pharmacy, the School of Acupuncture and Massage, the School of Nursing, the School of Medical Technology, the School of Public Health, the School of Humanities and Management, the School of Foreign Languages, the School of International Education, the School of Continuing Education, the School of Marxism, the Ministry of Sports, and 1130 full-time teachers, including 641 people with associate senior titles or above; There are more than 800 master's supervisors, 43 part-time doctoral supervisors and 8 post-doctoral supervisors; Our school has established the English Department since 2004, and the training direction is foreign exchange of Chinese medicine. There are 402 students at school.

At present, there are 48 teaching staff, including 3 professors, 3 associate professors, 28 lecturers, 38 people with master's degree or above, and 5 foreign teachers. The department has college English teaching and research department, English major

teaching and research department, medical English teaching and research department, pronunciation experimental center and other teaching institutions; It is one of the earliest institutions of higher learning in China to carry out TCM education for foreign students and students from Hong Kong, Macao and Taiwan. It has established inter school cooperation and exchange relations with the United States, Canada, South Korea, Russia, Belarus, Kazakhstan, Japan, Malaysia, Australia, New Zealand, Poland and other countries, as well as universities in Taiwan, Hong Kong and other regions, adhering to the motto of 'sincerity, benevolence and simplicity', and adhering to the strategy of 'cultural school building', actively carry forward the great anti epidemic spirit and other characteristic cultural education models. Actively play the role of cultural inheritance and innovation, increase the construction of characteristic campus culture, create a strong campus cultural atmosphere, and build a broad stage for students to grow and become talents.

The main reason why the author chose Shaanxi University of Traditional Chinese Medicine for research is my mother worked in the school, coupled with my short-term internship in the school, it was very convenient to communicate with teachers and students, and I was able to deeply understand and participate in the students' perceptions of English language teachers' teaching qualities in the school. The research results are more authentic.

2.6 Related Research

2.6.1 Related Research on Personal Qualities

The personal qualities of teachers refer to the attractive power of teachers in personality, temperament, ability and moral quality. It is the collection of personal emotion, behavior and work ability. These qualities are reflected in every link of teachers' teaching activities and have a direct impact on the development of educators themselves. It is mainly reflected in the ability to stimulate educators' enthusiasm for work so as to carry out creative teaching research. Teaching is a two-way interactive process. In the process of teaching and educating people, teachers use their unique emotional temperament and manners to impress students, and make full use of their

emotional charm to influence teaching. Teachers also have sincere feelings with students because of their own qualities. The love and innovation of education has promoted the improvement of educators' professional quality and teaching skills, thus developing educators themselves (Cui, Yan & Xia, 2019).

The influence of teachers' personal qualities on the educated is mainly realized by the educators' words, deeds and personal temperament in teaching activities. From the perspective of the educator's own development, every teacher who has taught him has a subtle influence on his thoughts. And the behavior style of the educators is also the object that the educators often imitate. There are what kind of teachers have what kind of students (Hou, 2014).

A teacher with good personal quality can often choose appropriate teaching methods based on his own rich knowledge reserves and teaching experience, and transform the originally obscure teaching content into content that conforms to students' cognitive ability and level through simple explanations or vivid and interesting examples, so that students can intuitively and concretely accept knowledge. This shows that the personal quality of teachers in the teaching process affects the teaching and interpretation of knowledge by educators, and then affects the acceptance, understanding, mastery and application of knowledge by the educated (Zhong, Wang & Wang, 2018).

The personal quality of educators themselves is the most important internal factor that affects educators. It permeates every aspect of the teaching process. How to use personal charm to build a harmonious teacher-student relationship and classroom psychological atmosphere, and how to give full play to the main role of students in the teaching process to achieve the teaching objectives are what we have been exploring.

2.6.2 Related Research on Classroom Management

There are different understandings and views on the concept of classroom management in China, and there is no very clear boundary between classroom management, classroom atmosphere, teaching environment, etc. Professor Li (2011),

who conducted the research on classroom environment, believes that any teaching activity must be carried out under certain conditions, which is a specific tangible or intangible teaching environment, which can be divided into physical environment and psychological environment, etc. Tian (2016) defined the classroom management as the synthesis of many objective conditions and forces necessary for the school to carry out education and teaching from the perspective of teaching theory in the “Theory of Teaching Environment”. He believes that, on the whole, the teaching environment mainly consists of material environment and social psychological environment.

Fan (2017) defines classroom management as: classroom environment refers to the sum of various physical, social and psychological factors that affect the development, quality and effect of teaching activities and exist in the process of classroom teaching. Professor Ye (2017) attaches importance to the importance of classroom environment for the formation of students’ good personality, and emphasizes improving the students’ learning environment from the physical and psychological factors in the classroom, so that the classroom can glow with vitality.

Chen (2019) once explained in the book “Classroom Management Theory” that the physical environment includes time, space and natural environment, which is the material basis for teachers and students to carry out classroom activities, and is an important part of the whole classroom environment. For the study of classroom physical environment, China mainly focuses on the arrangement of students’ seats and classroom layout. With the focus of foreign classroom environment research turning to the classroom psychological environment, Chinese scholars have also begun to study the classroom psychological environment. The International Education Book points out that classroom psychological environment refers to the atmosphere and environment that the class as a social group has and has a potential impact on students’ learning.

Shen (2019) pointed out in his book “Introduction to Classroom Management” that classroom management activities need a good psychological environment as a prerequisite. The construction methods of psychological environment are mainly to create a pleasant and relaxed classroom atmosphere, establish an equal and harmonious

relationship between teachers and students, and adopt humanized management methods and interactive teaching methods.

2.6.3 Related Research on Content, Pedagogical and Technical Skill and Knowledge

There are many studies on it. In “Is Pedagogy a Science?”, Feng (2004) drew lessons from Brezenka’s three-point model of pedagogy and divided pedagogy into theoretical pedagogy and practical pedagogy according to the “theory-practical dimension” (distinguishing what education is and how education is), and then divided theoretical education into scientific pedagogy and philosophical pedagogy according to the “fact-value (science-norm)” dimension (distinguishing what education is and should be), the credit of practical education is divided into technical pedagogy and normative pedagogy.

Du (2016), in his book “Pedagogy Should Go Out of the Wrong Way of Science Only - Criticism of the Trend of Thought of Scientism Education”, believed that the reason for the “superficial prosperity and substantive emptiness” of today’s pedagogical research, excluding external factors such as social politics, economy and ideology, is that pedagogy has been trapped in the “science only” wrong way for a long time, which is mainly reflected in: first, in the nature of pedagogy, use “science” to diagnose and interpret pedagogy; second, in educational research, we should follow the example of mature natural science and take accuracy, quantification and objectivity as the goal; third, we believe that rich educational practice activities can be simplified; fourth, class management should be based on student grades. As a philosophical trend of thought, scientism’s spiritual temperament is mainly manifested in the four aspects of materialization principle, truth-seeking, criticism and innovation, and seeking proof. The errors of scientism led by scientism can be classified as equating pedagogy with educational science, equating educational research with educational scientific research, and thinking that science is the only decisive basis of education. Therefore, the construction of pedagogy must go out of the “scientific only” way.

Guo (2017) pointed out that pedagogy is a science, but it has its own scientific view and pursuit of scientific goals, and is not a pure science like natural science. He criticized the scientific view of scientism and utilitarianism in pedagogy research, it is pointed out that pedagogy, as a social science, should reveal the laws of education, which is a social activity and its problems. The scientific nature of pedagogy research cannot be reflected by the ultimate description and interpretation of the inevitable causality, objectivity and certainty of educational facts, but needs to be reflected by the understanding and pursuit of the significance and rationality of educational activities. At the same time, Pedagogical research should not separate fact judgment and value judgment. To ensure the objectivity and scientificity of educational research, the essence of the problem is not that fact judgment completely excludes the factors of value judgment, or that in order to avoid subjective prejudice and fantasize about some ‘value neutrality’, but how to ensure the objectivity and rationality of value judgment.

In “On the Nature of Pedagogy”, Liu (2022) pointed out that pedagogy, as a discipline dedicated to educational research, its nature is determined by the characteristics of educational phenomena and problems and the methods of studying education: understanding and summarizing endow pedagogy with the nature of experience; Reflection and criticism endow pedagogy with philosophical nature; Positivism and experiment endow pedagogy with scientific nature; Value meditation endows pedagogy with cultural nature. Therefore, the nature of pedagogy is multiple. We can’t categorically believe that pedagogy is education science, education philosophy, education experience, and education culture. Today, we should temporarily accept a non-system stage of pedagogy, and there is no need to work hard to build a singular system of pedagogy.

2.6.4 Related Research on Teaching Professionalism

In China, there are many academic studies on teaching professionalism, and the interpretation of teaching professionalism also presents diverse characteristics. The representative views are as follows: Professor Lin (2008) believes that teaching professionalism is mainly reflected in the teaching process of teachers, which is the sum of psychological qualities that have an important impact on their teaching effect and

have a direct and significant impact on the physical and mental development of students. Guo and Zhu (2013) pointed out that teaching professionalism is essentially a manifestation of ability, which can be seen through teaching activities. Feng (2020), in the Analysis of the Structure of Teacher's Professionalism Based on Core Professionalism, defined the unique characteristics of teachers gradually formed in the implementation of teaching process, with obvious personal marks, which are different from other practitioners as teacher's professionalism. He believes that teaching professionalism is usually reflected in the unplanned and sudden teaching process, and under the influence of personal values, the professional ability to integrate and use the thought learned to analyze and deal with problems. Lin (2008) pointed out that teaching professionalism at least covers different levels of content, such as work desire, knowledge reserve, teaching philosophy, observation ability and teaching skills. Zhong (2021) believes that teachers' professionalism includes four levels, namely, ethics, culture, teaching and scientific research. Ye (2019) stressed that the new type of teaching professionalism is divided into three types: basic, professional and compound. Xu (2022) stressed that teaching professionalism should have four parts, namely, the natural level, the ideological level, the knowledge level and the psychological level.

In Ye's (2019) view, teachers with teaching professionalism require teachers to love humanity, have a broad mind, love their jobs, be willing to contribute, care for students, have advanced educational concepts, and have rich knowledge reserves and educational wisdom. Li (2019) believes that the composition of teaching professionalism should not be closed and unchangeable, but should cover different levels of professional knowledge, belief, scope and ability, and relevant research should focus on teachers themselves. Moreover, professional norms are essential for teachers, and the teacher qualification certification system can be appropriately expanded within professional norms. Based on the research results of different scholars, most of them summarized the connotation of teaching professionalism from the perspective of 'knowledge, emotion and intention', and put forward strict requirements for teachers' knowledge, ability and belief.

2.7 Summary

The educator is the leader in the teaching process. His own quality is an invisible force, which not only has a profound impact on the development of teaching activities, but also plays an inestimable role in the development of the educator (Li, B. D. & Li, D. R., 2018). Therefore, educators should strengthen the cultivation of their own excellent qualities and conduct moral education for students with noble personality and sentiment. In the process of teaching, the organization of teaching materials should be novel and scientific, the classroom teaching should be vivid and speculative, and the teaching evaluation should be concrete and practical. It enables students to arouse their interest in learning because of the personal charm of teachers, thus improving efficiency and achieving the set goals.



Chapter 3

Research Methodology

The purpose of this study was to explore college students' perceptions of English language teachers' teaching qualities. A systematic research plan was described in this chapter to ensure the accuracy and completeness of the research plan. The researcher discussed the research topic, research design, research instruments, validity and reliability, data collection procedures, and analysis of research data, and ethical considerations in this chapter.

3.1 Research Design

A quantitative approach was used in this study. The study collected quantitative data. The main purpose of the questionnaire survey was to explore college students' perceptions and preferences of English language teachers' teaching qualities. To supplement the limitations of the questionnaire survey, the researcher collected more information and data by IOC form.

This study discussed college students' perceptions and preferences of English language teachers' teaching qualities. With this goal in mind, the study was designed as a quantitative study, using one instrument to collect data.

The following table showed how this study was conducted. Starting with each goal, the details showed what tools were used to achieve each goal.

Table 3.1 Research Plan

Objective No.	Details	Method/Instrument	Data Collection	Data Analysis
3.1.1	What are the students' perceptions of English language teachers' teaching qualities?	1) Questionnaire 2) IOC Form	Online delivery of questionnaire form to respondents	Percentage, Average, S.D.
3.1.2	What are the students' preferences of English language teachers' teaching qualities?	1) Questionnaire 2) IOC Form	Online delivery of questionnaire form to respondents	Percentage, Average, S.D.

The specific research steps of this study were demonstrated as follows.

Table 3.2 The Steps in the Study

Actions	Details
1) Determine the study site	The location of the experiment were determined according to the content of the study. This study was conducted at Shaanxi University of Chinese Medicine in Xianyang, Shaanxi Province.
2) Determine the research participants	Second-year English major students studying at Shaanxi University of Chinese Medicine in Xianyang, Shaanxi Province was selected for this study.
3) Conclusion confidentiality agreements	Confidentiality of the investigation process was conducted as needed. ——Validation of the instruments ——Pilot Test of the questionnaire ——Ethics Approval Protocol
4) Questionnaires and IOC Form	First, a questionnaire survey was conducted. Then, based on the questionnaire results, the researcher had the IOC form.
5) Data Analysis	Quantitative data was analyzed by means of a computer program.

3.2 Research Site

This study was conducted at Shaanxi University of Chinese Medicine in Xianyang, Shaanxi Province, and which is one of the most popular traditional Chinese medicine universities in China. Since its establishment 1952, adhering to the words of ‘honesty, benevolence and simplicity’, it has covered the requirements of teachers and students in terms of morality, behavior, knowledge and talent. The theme is clear, the connotation is rich, and the words are precise and meaningful. The motto fully reflects the school running philosophy and characteristics of Shaanxi University of Traditional

Chinese Medicine to establish a national first-class college of traditional Chinese medicine, so this university is able to serve as a research site for studying college students' perceptions of native and Chinese English-speaking teachers in teaching qualities.

3.3 Population and Sample

3.3.1 Population

In this study, 68 second-year English major college students (11 male students and 57 female students) from Shaanxi University of Chinese Medicine in Xianyang, Shaanxi Province were selected as the population. They were all from five classes and their age will be ranged from 19 to 24 years old. (21.5 on average) They were chosen for this study because they had been in college for two years, which made them form more comprehensive perceptions of their two groups of teachers than the freshmen. They could provide strong support for the study of students' perceptions of English language teachers in teaching qualities.

3.3.2 Sample

The study determined the sample size needed to represent the given population. The formula developed by Krejcie and Morgan (1970) can be used for small samples for a given number of people in an experiment. It can be constructed using the following formula.

$$S = \frac{X^2 NP(1-P)}{d^2 (N-1) + X^2 P(1-P)} \quad (3-1)$$

S = required sample size.

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Formula source: Krejcie and Morgan (1970)

Since there were 68 second-year English major students in the university, the formula developed by Krejcie and Morgan (1970) led to the calculation that a base of 52 teachers was used as the study sample. The number of people used for the questionnaire survey was 52.

3.4 Research Instrument

In this study, the researcher adopted two instruments to collect important data. The questionnaire design is based on Evrim Ustunluoglu's (2011) research and response analysis of currents and countermeasures of students' perceptions of English language teachers.

This section discussed the questionnaire design.

The questionnaire used in this study was designed with reference to Evrim Ustunluoglu's (2011) questionnaire.

The content of the questionnaire was divided into four parts.

In the first part, the researcher focused on personal qualities with 10 items, such as "easy going" and "open-minded".

In the second part, the researcher focused on 10 items concerning students' perceptions of English language teachers in classroom management, such as "frequent student-teacher interactive activities" and "lots of group and pair work".

In the third part, the researcher focused on 10 items of content, pedagogical and technical skill and knowledge, such as “creating an active learning atmosphere” and “using student-centered approach”.

In the fourth part, the researcher focused on 10 items relevant to teaching professionalism, such as “having a good morality” and “fully support student learning”.

3.5 Instrument Validity and Reliability

3.5.1 Validity

Validity refers to how the tool measures what it wants to measure. Three experts validated the tools in this study. The Index of Item - Objective Congruence (IOC) developed by Rovinelli and Hambleton (1977) is a procedure used in instruments development for evaluating content validity at the item development stage. In this study, IOC was used to assess the questionnaire and evaluated by three experts.

The IOC points in calculations provided into three scales of rating for consistency and congruencies of the items. Three experts chose only one answer as the given mark from these three alternatives of choices as follows:

+1 = Congruent with clear understanding,

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Total points for each item must have the consistency value equal to or above 0.67 (Petchroj & Chamniprasart, 2004); IOC marks are calculated by below equation:

$$IOC = N \sum R. \quad (3-2)$$

R = Point given by experts

$\sum R$ = Total points of each expert

N = Numbers of experts

3.5.2 Reliability

The reliability score of the questionnaire results refers to whether the problems that researcher need to study can be accurately understood by the questionnaire respondents (Latief, 2011). Before using the questionnaire with the targeted sample, the researcher sent the questionnaires to a trial group of 30 students who were not the participants of the study to fill out. The researcher used a computer program to interpret the collected data.

The researcher calculated the α value using the SPSS application. According to Table 3.5.2, the higher the Cronbach's Alpha coefficient is, the more reliable the instrument will be. To be regarded acceptable in this study, the reliability score must be at least 0.7.

Table 3.3 Description of Internal Consistency Using Cronbach's Alpha

Cronbach's α	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Jain and Angural, 2017

3.6 Data Collection

The questionnaire data were collected through the Wechat online application.

3.7 Data Analysis

In this study, two types of data (quantitative and qualitative) were collected. First, a computer software was used to analyze the quantitative data collected through the questionnaires sent to the respondents. Descriptive statistics such as percentage, average and standard deviation were calculated, from which the meaning was interpreted from the numbers.

3.8 Ethical Considerations

To conduct the study ethically, the researcher took the following steps:

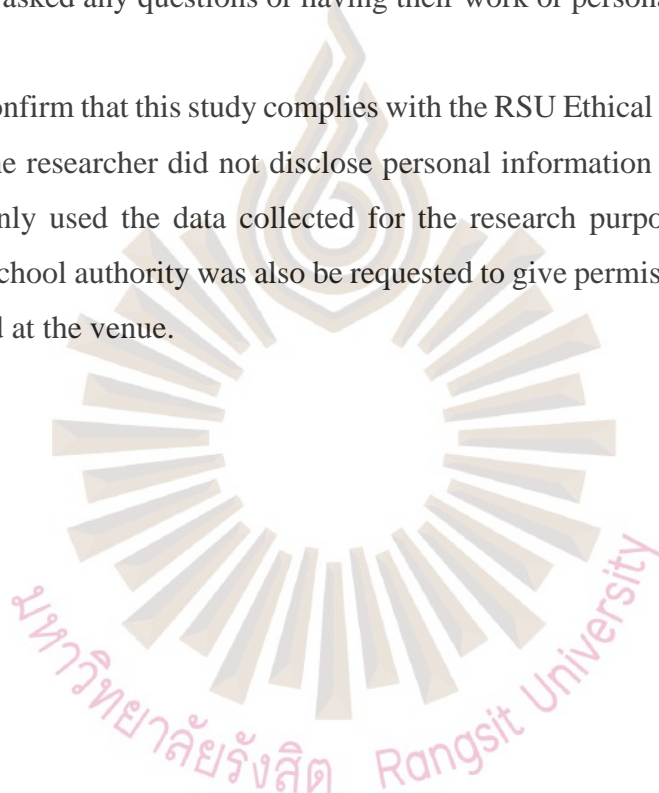
- 1) Prior to conducting the study, the researcher obtained consent from the participants.
- 2) Personal information and responses from the participants were collected and maintained in a secure manner.
- 3) The subjects of this study were English language teachers; this study did not include minor children.
- 4) To prevent disclosure of participant information, the data collected would be deleted within one year of the publication of this study.

All research participants signed informed consent forms to show their willingness in participating in this study. It is an act of the researcher to confirm that the personal information and identity of each participant would not be disclosed in this

study. The informed consent form for this study included the Informed Consent Form 18+, which was adapted from the RSU Ethical Review Board (ERB) form.

Following the RSU Ethical Review Board (ERB), the investigator should conduct an informed consent process to provide potential subjects with sufficient information and ample opportunity to consider whether to participate in the study without pressure or undue influence. They can stop participating in the study at any time without being asked any questions or having their work or personal lives affected.

To confirm that this study complies with the RSU Ethical Review Board (ERB) regulations, the researcher did not disclose personal information or the identity of the sample and only used the data collected for the research purposes of this study. In addition, the school authority was also be requested to give permission to allow the data to be collected at the venue.



Chapter 4

Data Analysis

This chapter mainly introduced data analysis in order to answer all the research questions and fulfilled all research objectives. Therefore, the research used descriptive analysis to get the mean value, S.D and factory analysis to analyze the data of questionnaire. The quantitative data answered three research questions.

The hierarchical division of the questionnaire was the standard for the construction of the index dimension. The first part of the questionnaire was the basic information of students. The second part was the main part of the questionnaire, which included four dimensions of teachers' personality quality, classroom management, content, pedagogical and technical skill and knowledge and teaching professionalism, was also the focus of this study. Item 44 is an open-ended question for additional comments and remarks. There were no responses in this section.

To sum up, it is especially important for English language teachers to actively respond to the current situations and requirements of the changing world that is moving rapidly into the digital age by constantly searching for appropriate and effective teaching models and improve their teaching ability to cope with the new situation.

The results were shown below.

Table 4.1 Number and Percentage of Gender of the Participants

Gender	Number	Percentage (%)
Male	9	17.3
Female	43	82.7
Total	52	1

It showed that most of participants are females. From the perspective of the basic situation of second-year English major students, the gender ratio of students presented an unequal situation, while female students in the majority.

4.1 Quantitative Study Results of Personality Quality

4.1.1 Mean Value and S.D. of Personality Quality

Table 4.2 Analysis of the Questionnaire Items from Items 5-13

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
Personality Quality	5	Easy-going	4.91	0.29	Strongly Agree
	6	Open-minded	4.74	0.45	Agree
	7	Humorous	4.79	0.42	Agree
	8	Friendly	4.78	0.45	Agree
	9	Self-confident	4.75	0.46	Agree
	10	Patient	4.82	0.39	Strongly Agree
	11	Caring	4.78	0.43	Agree
	12	Professional dedicated	4.75	0.46	Agree
	13	Good-tempered	4.82	0.39	Strongly Agree
Total \bar{X}:			4.79	0.42	

From the table data, we can see that the highest mean value is 4.91 (S.D.=0.29), which shows that terms of personal qualities of good English language teachers, students attach the most importance to whether teachers and students can get along well, because only based on the friendly relationship between teachers and students can students improve their learning efficiency and achieve the best results in the entire classroom. Therefore, this is particularly important in the minds of students. The lowest mean value is 4.74 (S.D.=0.45), which shows that students also recognize that having open-minded can play a certain role in the personal qualities of good English language teachers, but they believe that this is not directly related to themselves. Instead, students

are looking at whether a teacher is a good teacher and paying more attention to some aspects that are directly related to them, such as whether the teacher is patient with students or has a good temper.

4.1.2 Frequencies of Personality Quality

Table 4.3 Analysis of the Questionnaire Items from Items 5-13

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
Personality Quality	5	Easy-going	65.4	26.9	7.7
	6	Open-minded	76.9	21.2	1.9
	7	Humorous	75.0	19.2	5.8
	8	Friendly	88.5	7.7	3.8
	9	Self-confident	69.2	21.2	9.6
	10	Patient	94.2	5.8	0
	11	Caring	96.2	3.8	0
	12	Professionally dedicated	92.3	7.7	0
	13	Good-tempered	96.2	3.8	0

From the table data, we can see that students prefer teachers are good-tempered, caring and patient.

4.2 Quantitative Study Results of Classroom Management

4.2.1 Mean Value and S.D. of Classroom Management

Table 4.4 Analysis of the Questionnaire Items from Items 14-23

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
Classroom Management	14	Frequent student-teacher interactive activities	4.70	0.55	Agree
	15	Completing teaching tasks on time	4.74	0.46	Agree
	16	Be capable of controlling classroom discipline	4.71	0.50	Agree
	17	Lots of group and pair work	4.68	0.52	Agree
	18	Creating an active and relaxed learning atmosphere	4.92	0.26	Strongly Agree
	19	Having a good time management	4.74	0.47	Agree
	20	Establishing a plan for the class	4.81	0.42	Strongly Agree
	21	Giving a clear Instruction	4.76	0.46	Agree
	22	Encouraging students' creativity	4.77	0.50	Agree
	23	Assign open-ended projects	4.79	0.44	Strongly Agree
Total \bar{X}:			4.76	0.46	

From the table data, we can see that the highest mean value is 4.92 (S.D.=0.26), which shows that terms of classroom management of good English language teachers, students hope that good English language teachers can create an active and relaxed

learning atmosphere in the classroom, so that they can be happy and proactive in accepting knowledge. And the lowest mean value is 4.70 (S.D.=0.55), which shows that frequent teacher-student interaction activities can also enhance effective communication between teachers and students, but students hope that teachers can give them free learning space, complete more open-ended project, fully demonstrate their personality, and have a comprehensive plan for the classroom to improve the quality of teaching.

4.2.2 Frequencies of Classroom Management

Table 4.5 Analysis of the Questionnaire Items from Items 14-23

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
Classroom Management	14	Frequent student-teacher interactive activities	73.0	21.2	5.8
	15	Completing teaching tasks on time	71.2	25.0	3.8
	16	Be capable of controlling classroom discipline	76.9	21.2	1.9
	17	Lots of group and pair work	73.1	26.9	0
	18	Creating an active and relaxed learning atmosphere	69.3	28.8	1.9
	19	Having a good time management	67.4	28.8	3.8
	20	Establishing a plan for the class	75.0	25.0	0

Table 4.5 Analysis of the Questionnaire Items from Items 14-23 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
	21	Giving a clear Instruction	94.3	3.8	1.9
	22	Encouraging students' creativity	92.4	3.8	3.8
	23	Assign open-ended projects	92.4	3.8	3.8

From the table data, we can see that students prefer teachers can give a clear instruction, encourage students' creativity and assign open-ended projects.

4.3 Qunatitative Study Results of Content, Pedagogical and Technical Skill and Knowledge

4.3.1 Mean Value and S.D. of Content, pedagogical and technical and knowledge

Table 4.6 Analysis of the Questionnaire Items from Items 24-33

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
Content, Pedagogical and Technical Skill and Knowledge	24	Having sufficient knowledge of English	4.82	0.39	Strongly Agree
	25	Knowing about technology well	4.74	0.48	Agree
	26	Using a variety of teaching strategies well	4.75	0.45	Agree
	27	Using technologies to motivate students to learn well	4.72	0.49	Agree

Table 4.6 Analysis of the Questionnaire Items from Items 24-33 (Cont.)

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
	28	Using technologies to interactive more with students	4.65	0.57	Agree
	29	Using digitalized teaching materials in class	4.79	0.44	Agree
	30	Helping students to practice English based on the use of various technologies	4.76	0.47	Agree
	31	Using student-centered approach	4.80	0.39	Strongly Agree
	32	Having up-to-date knowledge of how to teach English	4.81	0.39	Strongly Agree
	33	Creating an active learning atmosphere	4.78	0.43	Agree
Total \bar{X}:			4.78	0.45	

From the table data, we can see that the highest mean value is 4.82 (S.D.=0.39), which shows that terms of content, pedagogical and technical skill and knowledge of good English language teachers, students think that good English language teachers need to have sufficient knowledge of English in order to teach well. At the same time, they also hope that teachers can keep up with the development of the times and be student-centered in imparting knowledge. And the lowest mean value is 4.65 (S.D.=0.57), which shows that using technologies to interactive more with students can also enhance effective communication between teachers and students, but students prefer direct face-to-face communication between teachers and students, which can

more intuitively solve learning problems between teachers and students and promote effective teaching and learning process.

4.3.2 Frequencies of Content, pedagogical and technical and knowledge

Table 4.7 Analysis of the Questionnaire Items from Items 24-33

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
Content, Pedagogical and Technical Skill and Knowledge	24	Having sufficient knowledge of English	69.3	26.9	3.8
	25	Knowing about technology well	76.9	21.2	1.9
	26	Using a variety of teaching strategies well	82.7	17.3	0
	27	Using technologies to motivate students to learn well	94.2	5.8	0
	28	Using technologies to interactive more with students	90.4	7.7	1.9
	29	Using digitalized teaching materials in class	88.5	7.7	3.8
	30	Helping students to practice English based on the use of various technologies	94.3	1.9	3.8
	31	Using student-centered approach	69.2	23.1	7.7

Table 4.7 Analysis of the Questionnaire Items from Items 24-33 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
	32	Having up-to-date knowledge of how to teach English	75.0	21.2	3.8
	33	Creating an active learning atmosphere	86.5	13.5	0

From the table data, we can see that students prefer teachers can help students to practice English based on the use of various technologies, use technologies to motivate students to learn well and interactive more with students.

4.4 Quantitative Study Results of Teaching Professionalism

4.4.1 Mean Value and S.D. of Teaching Professionalism

Table 4.8 Analysis of the Questionnaire Items from Items 34-43

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
Teaching Professionalism	34	Having a good morality	4.87	0.34	Strongly Agree
	35	Having enthusiasm	4.76	0.44	Agree
	36	Fully support student learning	4.83	0.37	Agree
	37	Treating students equally	4.90	0.31	Strongly Agree
	38	Praise and encourage students	4.88	0.33	Strongly Agree
	39	Effectively correct students' mistakes	4.78	0.42	Agree

Table 4.8 Analysis of the Questionnaire Items from Items 34-43 (Cont.)

Dimension	NO.	Questions	\bar{X}	S.D.	Interpretation
Part 2: Teaching Qualities of Good English Language Teachers					
	40	Accurately predict students' learning difficulties	4.76	0.45	Agree
	41	Paying attention to individual students	4.74	0.46	Agree
	42	Being a lifelong learner	4.75	0.45	Agree
	43	Participating in professional development activities	4.80	0.41	Agree
Total \bar{X}:			4.80	0.40	

From the table data, we can see that the highest mean value is 4.90 (S.D.=0.31), which shows that terms of teaching professionalism of good English language teachers, students think that good teachers must treat every student equally, regardless of whether their learning is good or bad, with a positive and optimistic attitude towards their learning. This will bring a positive impact to every student in the teaching process. And the lowest mean value is 4.74 (S.D.=0.46), which shows that students acknowledge that teachers care about individual students, they believe that it does not have a significant impact on their learning.

4.4.2 Frequencies of Teaching Professionalism

Table 4.9 Analysis of the Questionnaire Items from Items 34-43

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
Teaching	34	Having a good morality	86.5	9.7	3.8
Professionalism	35	Having enthusiasm	96.2	3.8	0

Table 4.9 Analysis of the Questionnaire Items from Items 34-43 (Cont.)

Dimension	NO.	Questions	Positive	Neutral	Negative
Part 2: Teaching Qualities of Good English Language Teachers					
	36	Fully support student learning	94.2	5.8	0
	37	Treating students equally	92.3	7.7	0
	38	Praise and encourage students	98.1	1.9	0
	39	Effectively correct students' mistakes	82.7	15.4	1.9
	40	Accurately predict students' learning difficulties	88.5	11.5	0
	41	Paying attention to individual students	90.4	9.6	0
	42	Being a lifelong learner	90.4	9.6	0
	43	Participating in professional development activities	82.7	13.5	3.8

From the table data, we can see that students prefer teachers can praise and encourage students, have enthusiasm and treat students equally.

4.5 Summary

All in all, good English teachers in the new era not only need to possess many good personal qualities, extensive professional knowledge, and strong learning abilities, but also should have the ability to explore and research modern educational concepts, grasp teaching laws, and have good psychological qualities and self-regulation abilities.

At the same time, teachers should have noble ideological and moral character, love the education industry, and be able to analyze, predict, and guide the development of students. In addition, teachers should master the laws of education, understand the use of modern educational technology, have good classroom teaching quality, good teacher-student relationship quality, have the ability to absorb scientific information and update knowledge, and should develop in a creative direction.

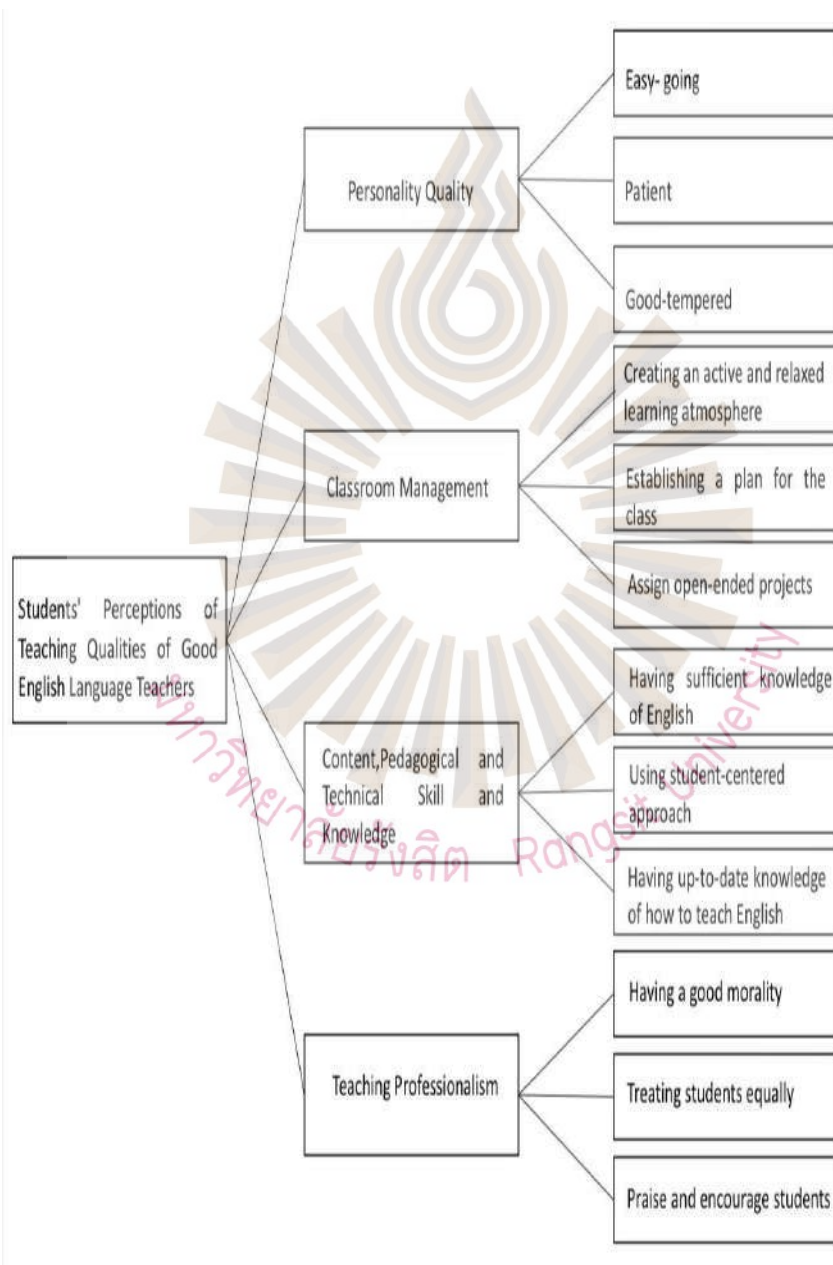


Figure 4.1 Students' Perceptions of Teaching Qualities of Good English Language Teachers

Chapter 5

Conclusion, Discussion and Recommendations

This chapter presents the conclusion from the analyzed findings, discussion of findings followed by recommendations for the use of the findings and for future studies. This chapter is separated into three sections: conclusion, discussion and recommendations.

This study aimed to investigate the students' perceptions of English language teachers' teaching qualities, identify the students' paraphrases based on their perspectives and design the teachers' evaluation form. The students who filled out the questionnaire ranged from 19 to 24 years old (21.5 on average), and about 82.7% were female. Besides, they were chosen for this study because they have been in college for two years, which makes them form more comprehensive perceptions of their two groups of teachers than the freshmen. Specifically, the study asked the following two research questions:

This section discusses the answers to the research questions:

- 1) What are the students' perceptions of English language teachers' teaching qualities?
- 2) What are the students' preferences of English language teachers' teaching qualities?

5.1 Conclusion

5.1.1 Responses to Research Question 1

What are the students' perceptions of English language teachers' teaching qualities?

The data from the questionnaire collected from 52 second-year English major students found that personal qualities of good English language teachers, students attach the most importance to whether teachers and students can get along well (Mean=4.91; S.D.=0.29), because only based on the friendly relationship between teachers and students can students improve their learning efficiency and achieve the best results in the entire classroom. Classroom management of good English language teachers, students hope that good English language teachers can create an active and relaxed learning atmosphere in the classroom (Mean=4.92; S.D.=0.26), so that they can be happy and proactive in accepting knowledge. Content, pedagogical and technical skill and knowledge of good English language teachers, students think that good English language teachers need to have sufficient knowledge of English (Mean=4.82; S.D.=0.39) in order to teach well. And teaching professionalism of good English language teachers, students think that good teachers must treat every student equally (Mean=4.90; S.D.=0.31), regardless of whether their learning is good or bad, with a positive and optimistic attitude towards their learning. This will bring a positive impact to every student in the teaching process.

5.1.2 Responses to Research Question 2

What are the students' preferences of English language teachers' teaching qualities?

The data from the questionnaire collected from 52 second-year English major students found that students' preferences of the teachers' quality is the personality quality (KMO=0.938), it is divided into the following aspects: easy-going, open-minded, humorous, friendly, self-confident, patient, caring, professional dedicated and good-tempered.

5.2 Discussion

In this study, English major college students exhibited the highest preference in terms of the individual dimension, namely personality quality, followed by teaching professionalism, classroom management and content, pedagogical and technical skills and knowledge. The findings reveal these following issues.

First, personality quality is the most preferred quality of the English language teachers. The finding shows that good English language teachers are considered to be easy-going, humorous, enthusiastic and professional dedicated. According to Zhong (2015), Chen (2017), Liu (2019) and Pang and Zhao (2019), “taking teachers’ development as the first priority, good English language teachers are patient, relaxed, good-tempered, fair, helpful encouraging, kind and loving”.

In Chayanuvat (2009) the students in the study realized that the teachers have complex roles who need to be both humanistic and cognitively skilled. Teachers are supposed to be facilitators and supporters of student learning, using power over students is not recommended. In this study, Chayanuvat (2009) reports,

“The teacher is expected to demonstrate general warm human qualities, specific personal characteristics, accommodating, presentation and performance skills, sufficient content knowledge and effective teaching strategies. The research participants look forward to positive teacher-student relationships that would eventually help them learn English with confidence, not with stress” (page 182).

According to the Arikan, Taser & Sarac-Suzer’s (2008) study, shows that “An effective teacher is a friendly, young, enthusiastic, creative and humorous person. They should be a native speaker of Turkish but fluent in English and with correct English pronunciation”. Becoming good English language teachers, they must first possess good personal qualities because teaching students involved positive teacher-student relationship.

Along the same line, Thornberg, Forsberg, Chiriac & Bjerela (2022, p.852) explain. “Teacher-student relationship quality and teachers’ personal characteristics seem to be crucial in terms of students’ experiences of how teachers’ teaching methods and classroom management affect them”.

Second, students prefer the teaching professionalism, good English language teachers tend to be student-centered and treat students equally. They are capable of managing the classroom discipline and completing the teaching tasks as planned. This is similar to Lin (2008), Zhu (2012) and Ye’s (2016) studies, which shows that “there are three practical ways to improve that professionalism of English language teachers: first, through the reform of normal education; second, through vocational training; third, equal third, equal emphasis on cooperation and competition; fourth, by paying attention to new teachers; fifth, through the continuous deepening of lifelong education”. According to the above understanding, in Hu’s report (2002),

“The high-quality development of teacher education and teaching in the new era is reflected in the following qualities of teachers to be trained: First, teachers should always uphold the dignity of their teachers, treat themselves as a person, and not blindly cater to students; The second is to return to the essence of teaching and educating people. Teachers should not only devote themselves to imparting rich scientific and cultural knowledge to students and developing their talents, but also become the model of students’ learning by their own words and deeds, and find the right time to answer questions for students’ learning and daily life; Third, teachers should fully understand the characteristics of students, teach students in accordance with their aptitude, and realize their personalized growth; Fourth, teachers’ professional development should follow the process from imitation to innovation, and avoid paying too much attention to form and breaking away from the essence of education and teaching; Fifthly, teachers should cultivate a calm and steady quality to resolve the contradiction between the short-term interests of education and teaching and the long-term nature of cultivating people for a hundred years; Sixthly, teachers should have good morality, realize the unity of internal morality and external behavior, so as to promote the development of students’ morality”.

Third, as for the classroom management, students agree that good English language teachers can create an active and relaxed learning atmosphere. This is similar to Tian (2006), Liu (2012), Chen (2012) and Pi's (2019) studies, which shows that "classroom management classroom management is the process of establishing a suitable classroom environment, maintaining classroom interaction, and promoting classroom growth. Among them, establishing a suitable classroom environment is the basic premise of classroom management, maintaining classroom interaction is the measure of classroom management, and promoting classroom growth is the ultimate goal of classroom management".

Therefore, in this study, classroom management is a series of teacher behaviors that can stimulate students to consciously participate in classroom learning and activities, and that teachers and students can jointly build a harmonious and positive classroom environment and atmosphere, reduce the occurrence of students' problem behaviors, and achieve educational goals.

Finally, in terms of content, pedagogical and technical skills and knowledge of good English language teachers, students think that good English language teachers have sufficient knowledge of English, such standard pronunciation and fluent and idiomatic utterance and familiarity with English culture. According to Xia (2010), Shi (2011), Guo and Wu (2017) and Shen (2017).

5.3 Recommendations

With the society and more and more experts and scholars pay attention to students' perceptions of English language teachers' teaching qualities. This study explored the four aspects of teachers' teaching qualities: personality quality, classroom management, content, pedagogical and technical skill and knowledge and teaching professionalism. The study found that the students pay more attention to teachers' personality qualities of teaching qualities.

5.3.1 Recommendations for English Language Teachers

As the findings revealed that students recognize that teachers have their own advantages and disadvantages in teaching practice, it is of great importance for them to realize their own merits and demerits so as to complement each other in teaching English. Specifically, teachers are supposed to learn more about culture and education system and have a better knowledge about students' needs and learning difficulties. What's more, they need to be trained in terms of English linguistics to become more qualified as language teachers. Besides, they are also expected to learn from good teachers in terms of pronunciation and the culture of the target language. At the same time, teachers are highly encouraged to employ novel and flexible teaching methods. By doing so, their classes will turn out to be more student-centered and pay more attention to students' interests. More classroom interactive activities are expected to be introduced to the classes. Meanwhile, the classroom discipline is supposed to be controlled better with effective class rules. Additionally, it would be better to make teaching more effective and manageable.

5.3.2 Recommendations for the Future Research

Although this current study has presented some findings with regard to students' perceptions of English language teachers' teaching qualities, there are still some limitations that need to be taken into consideration in future studies.

There are 52 English major participants, which is limited in number. And all the participants, owing to the short time and small scale of this project, are only from one university in China. Therefore, this small number of subjects cannot fully reflect all college students' perceptions of English language teachers' teaching qualities. It is recommended that future studies increase the sample of the research to obtain more comprehensive and reliable data by involving more universities from different parts and at different levels.

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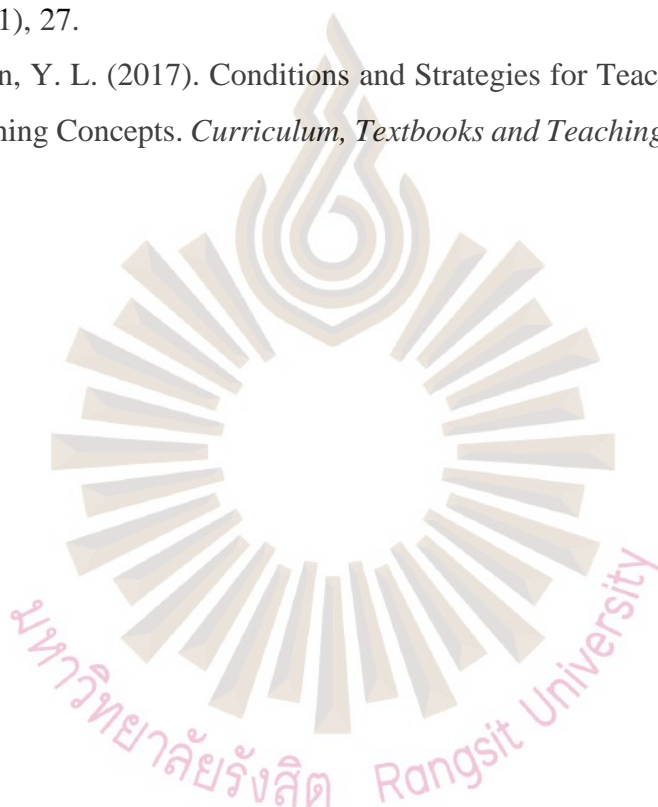
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Appendices





Appendix A
Questionnaire

Questionnaire

All information collected from this questionnaire will be kept strictly confidential, and will be used for research purposes only. Completing the questionnaire will take you about 15 minutes. Thank you for your time.

The Questionnaire

Part 1: Personal Particulars

No.	Instruction: Please fill in the space provided with your answer.	
1	Ageyears old	
2	Gender ...	
3	No. of years studying Englishyears	
4	Grades for English Courses (A, B, C, D)	
	4.1 English Intensive Reading	
	4.2 English Extensive reading.....	
	4.3 British and American Literature.....	
	4.4 Spoken English.....	
	4.5 English Grammar.....	
	4.6 English Listening.....	
	4.7 English Pronunciation.....	

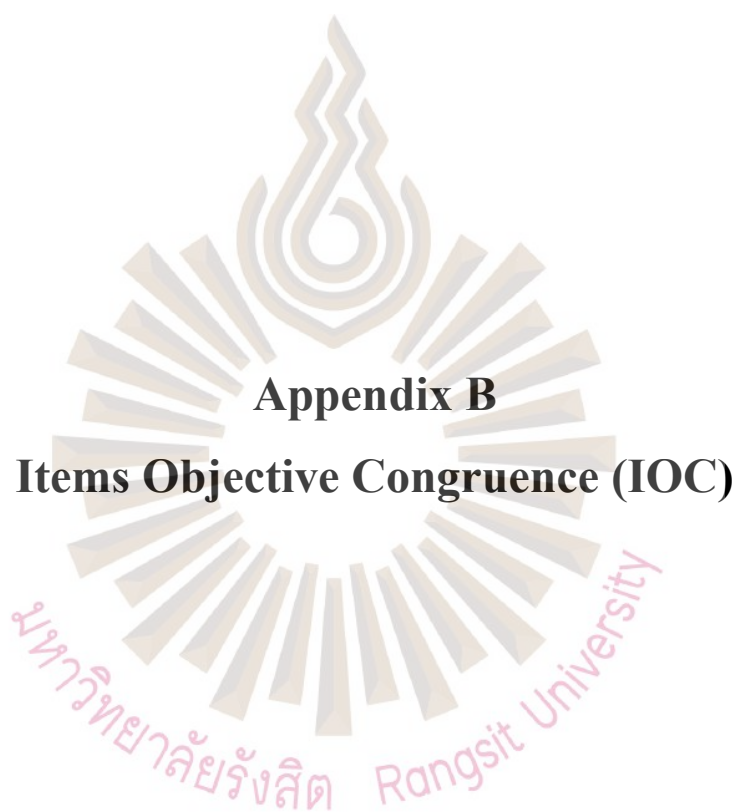
Part 2: Teaching Qualities of Good English Teachers

Please tick ✓ the box under the letter you think the statement is true of you.

1. = Strongly Disagree
2. = Disagree
3. = Neutral
4. = Agree
5. = Strongly Agree

Statement	Levels of Perception				
2.1 Personality Quality	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5. Easy-going					
6. Open-minded					
7. Humorous					
8. Friendly					
9. Self-confident					
10. Patient					
11. Caring					
12. Professional dedicated					
13. Good-tempered					
2.2 Classroom Management					
14. Frequent student-teacher interactive activities					
15. Completing teaching tasks on time					
16. Be capable of controlling classroom discipline					
17. Lots of group and pair work					
18. Creating an active and relaxed learning atmosphere					
19. Having a good time management					
20. Establishing a plan for the class					
21. Giving a clear Instruction					

22. Encouraging students' creativity					
23. Assign open-ended projects					
2.3 Content, Pedagogical and Technical Skill and Knowledge					
24. Having sufficient knowledge of English					
25. Knowing about technology well					
26. Using a variety of teaching strategies well					
27. Using technologies to motivate students to learn well					
28. Using technologies to interact more with students					
29. Using digitalized teaching materials in class					
30. Helping students to practice English based on the use of various technologies					
31. Using student-centered approach					
32. Having up-to-date knowledge of how to teach English					
33. Creating an active learning atmosphere					



Appendix B

Items Objective Congruence (IOC)



INVITATION TO BE AN IOC EXPERT

in

Aspects of Resilience of Effective High School English Language
Teachers

Research Title: College Students' Perceptions of English Language Teachers' Teaching Qualities: A Case Study in China

Researcher: Duan Feng

Background Information

Due to the impact of globalization, the number of people learning English in China has increased. Therefore, this study aims to:

- 1) Investigate the students' perceptions of English language teachers' teaching qualities.
- 2) Identify the students' paraphrases based on their perspectives.
- 3) Design the teachers' evaluation Form.

A quantitative research approach will be adopted using a questionnaire. Fifty-two second-year English major students (based on Krejcie and Morgan (1970)) will be

identified as the study's research participants.

You are invited to be an IOC expert to assess the questionnaire items that are believed to show the teaching qualities of good English language teachers.

College Students' Perceptions and Preferences of English Language Teachers' Teaching Qualities: A Case Study in China

Direction:

- 1) The expert is kindly requested to examine each item of the research instrument for the questionnaire. Thank you.
- 2) Select **one** of the three items: Agree (+1), Not Sure (0) and Disagree (-1) by putting a \surd in the box of your choice.
- 3) This questionnaire has three parts:

The Questionnaire

Part 1: Personal Particulars

No.	Instruction: Please fill in the space provided with your answer.	Agree	Not Sure	Disagree	Remarks
		+1	0	-1	
1	Age				
2	Gender				
3	No. of years studying English				
4	Grades for English Courses				
	4.1 English Intensive Reading				
	4.2 English Extensive reading				
	4.3 British and American Literature				
	4.4 Spoken English				
	4.5 English Grammar				

	4.6 English Listening				
	4.7 English Pronunciation				

Part 2: Teaching Qualities of Good English Language Teachers

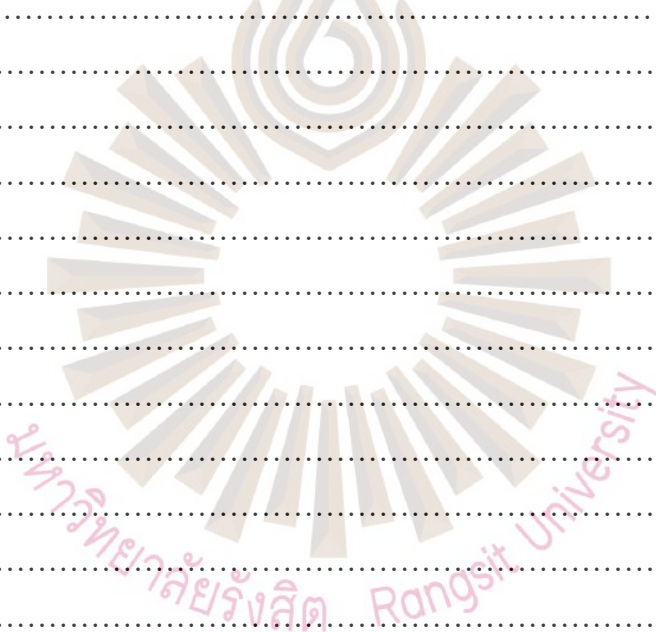
No.	Questionnaire Items for Teaching Qualities of Good English Language Teachers	Agree	Not Sure	Disagree	Remarks
		+1	0	-1	
2.1 Personal Quality					
5	Easy-going				
6	Open-minded				
7	Humorous				
8	Young				
9	Friendly				
10	Self-confident				
11	Patient				
12	Caring				
13	Professionally dedicated				
14	Good-tempered				
2.2 Classroom Management					
15	Frequent student-teacher interactive activities				
16	Completing teaching tasks on time				
17	Be capable of controlling classroom discipline				
18	Lots of group and pair work				
19	Creating an active and relaxed learning atmosphere				
20	Having a good time management				
21	Establishing a plan for the class				
22	Giving a clear instruction				

23	Encouraging students' creativity				
24	Assign open-ended projects				
2.3 Content, Pedagogical and Technical Skill and Knowledge					
25	Having sufficient knowledge of English				
26	Knowing about technology well				
27	Using a variety of teaching strategies well				
28	Using technologies to motivate students to learn well				
29	Using technologies to interact more with students				
30	Using digitalized teaching materials in class				
31	Helping students to practice English based on the use of various technologies				
32	Using student-centered approach				
33	Having up-to-date knowledge of how to teach English				
34	Creating an active learning atmosphere				
2.4 Teaching Professionalism					
35	Having a good morality				
36	Having enthusiasm				
37	Fully support student learning				
38	Treating students equally				
39	Praise and encourage students				
40	Effectively correct students' mistakes				

41	Accurately predict students' learning difficulties				
42	Paying attention to individual students				
43	Being a lifelong learner				
44	Participating in professional development activities				

Part 3: Open-ended Questions

45. Additional Remarks and Comments



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