

Bukti Korespondensi Artikel SINTA 5

JURNAL NALAR PENDIDIKAN

Volume 9 Nomor 1 (2021) Pages 52-59

ISSN [E]: 2477-0515 ISSN [P]: 2339-0794

DOI: 10.26858/jnp.v9i1.20323


Online: <https://ojs.unm.ac.id/nalar>

Judul: CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES

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Archive 11/04/23 00.57



Jurnal Nalar Pendidikan

Published By:
LPM PENALARAN UNM
UNIVERSITAS NEGERI MAKASSAR

ISSN (E) : 2477-0515
ISSN (P) : 2339-0794

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#20323 Summary

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Submission

Authors	Geminastiti Sakkr, Syarifuddin Dollah, Jamaluddin Ahmad
Title	CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES
Original file	20323-49756-1-SM.DOCX 2021-04-24
Supp. files	None
Submitter	Dr. Geminastiti Sakkr
Date submitted	April 24, 2021 - 09:25 AM
Section	Articles
Editor	Muhammad Rafi Jhan Husna
Author comments	I hope our article could accept and publish soon, thanks.
Abstract Views	796

Status

Status	Published	Vol 9, No 1 (2021): JURNAL NALAR PENDIDIKAN
Initiated	2021-06-30	
Last modified	2021-06-30	

Submission Metadata

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Bio Statement	Public Administration Department

Title and Abstract

Title	CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES
Abstract	<i>This study aims to ascertain student perceptions of the characteristics of effective EFL teachers. This research is qualitative and quantitative. The subjects in this study were 24 students with 4 male and 20 female students of the fourth semester of English Education Department who were asked about their perceptions of the characteristics of a good EFL teacher. The data analysis technique uses the Miles and Huberman model with stages of data reduction, data visualization, to drawing conclusions/verification. The research instrument is divided into four sections that discuss personal, social, professional, and pedagogical competencies. The results showed that a good EFL teacher should be friendly, have accurate pronunciation, and have practical classroom management skills. In addition, the results of student research indicate that they expect EFL teachers to be enthusiastic about technological advances, while visual materials help them relax during lectures. Based on the results of the research above, it can be concluded that the overall results of the study indicate that student perceptions may differ when considering the characteristics of good EFL teachers in general. The critical nature of both pedagogical and personal characteristics and social competencies that contribute to being an effective and professional teacher; anyone who aspires to be an effective EFL teacher must be fully aware of the role of personality.</i>

Indexing

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 Title: CHARACTERISTICS OF A GOOD EFL TEACHER: INDOONESIAN EFL STUDENTS PERSPECTIVES
 Section: Articles
 Editor: [Muhammad Rafi](#), [Ihan Husna](#)

Peer Review

Round 1

Review Version: 20323-49757-3-RV.DOCX 2021-04-30
 Initiated: 2021-04-30
 Last modified: 2021-05-19
 Uploaded file: Reviewer B 20323-50713-1-RV.DOCX 2021-05-11

Editor Decision

Decision: Accept Submission 2021-06-29
 Notify Editor: [Editor/Author Email Record](#) [No Comments](#)
 Editor Version: 20323-50250-1-ED.DOCX 2021-04-30
 20323-50250-2-ED.DOCX 2021-05-19
 20323-50250-3-ED.PDF 2021-06-24
 Author Version: 20323-51305-1-ED.DOCX 2021-05-24 DELETE
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Submission

Authors: Geminastiti Sakki, Syarifuddin Dollah, Jamaluddin Ahmad
 Title: CHARACTERISTICS OF A GOOD EFL TEACHER: INDOONESIAN EFL STUDENTS PERSPECTIVES
 Section: Articles
 Editor: Muhammad Rafi, Jhan Husna

Copyediting

COPYEDIT INSTRUCTIONS

REVIEW METADATA	REQUEST	UNDRRAW	COMPLETE
1. Initial Copyedit File: 20323-53775-1-CE.DOCX 2021-06-29	2021-06-29	—	2021-06-29
2. Author Copyedit File: 20323-53775-3-CE.DOCX 2021-06-29	2021-06-29	2023-04-11	☑
3. Final Copyedit File: None	—	—	2021-06-29

Copyedit Comments: No Comments

Layout

Galley Format	FILE		
1. PDF VIEW PROOF	20323-53777-2-PE.PDF 2021-06-29		339
Supplementary Files	FILE	None	

Layout Comments: No Comments

Proofreading

REVIEW METADATA

	REQUEST	UNDRRAW	COMPLETE
1. Author	2021-06-29	2023-04-11	☑
2. Proofreader	2021-06-29	—	2021-06-29
3. Layout Editor	2021-06-29	—	2021-06-29

Proofreading Corrections: No Comments PROOFING INSTRUCTIONS



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KARAKTERISTIK GURU BAHASA INGGRIS SEBAGAI BAHASA ASING (EFL) YANG BAIK: PERSPEKTIF MAHASISWA JURUSAN BAHASA INGGRIS DI INDONESIA

Abstrak

Karakteristik guru bahasa Inggris sebagai bahasa asing (EFL) dapat bervariasi tergantung pada berbagai faktor, termasuk kepribadian guru dan metode yang mereka gunakan. Penelitian ini berusaha untuk memastikan persepsi mahasiswa tentang karakteristik guru EFL yang efektif. Dalam penelitian ini, 24 mahasiswa Jurusan Pendidikan Bahasa Inggris semester empat ditanyai tentang persepsi mereka tentang karakteristik guru EFL yang baik. Instrumen itu dibagi menjadi empat bagian yang membahas kompetensi pribadi, sosial, profesional, dan pedagogis. Menurut temuan, guru EFL yang baik harus ramah, memiliki pengucapan yang akurat, dan memiliki keterampilan manajemen kelas yang praktis. Selain itu, dari hasil penelitian mahasiswa menunjukkan bahwa mereka mengharapkan guru EFL untuk antusias dengan kemajuan teknologi, sementara materi visual membantu relaksasi mereka selama perkuliahan. Mengingat bahwa temuan keseluruhan menunjukkan sifat kritis baik pedagogis dan karakteristik pribadi dan kompetensi sosial yang berkontribusi pada profesional menjadi guru yang efektif, siapa pun yang bercita-cita menjadi guru EFL yang efektif harus menyadarinya sepenuhnya terkait peran kepribadian.

Kata kunci: guru yang baik, EFL, guru bahasa Inggris, karakteristik guru, perspektif mahasiswa

CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES

Abstract

The characteristics of English as a foreign language (EFL) teachers can vary depending on a variety of factors, including the teacher's personality and the methods they use. This study seeks to ascertain student perceptions of the characteristics of effective EFL teachers. In this study, 24 fourth semester students of the English Education Department were asked about their perceptions of the characteristics of good EFL teachers. The instrument is divided into four sections that discuss personal, social, professional and pedagogical competences. According to the findings, good EFL teachers should be friendly, have accurate pronunciation, and have practical classroom management skills. In addition, the results of student research show that they expect EFL teachers to be enthusiastic about technological advances, while visual material helps them relax during lectures. Given that the overall findings point to critical both pedagogical and personal characteristics and social competences that contribute to professional becoming an effective teacher, anyone aspiring to become an effective EFL teacher should be fully aware of the role of personality.

Keywords: good teacher, EFL, English teacher, teacher characteristics, students perspective

Introduction

Language learning is gaining popularity daily as globalization spreads. As developing countries such as Iran transition from traditional to modern educational methods, they find themselves caught between these two poles. On the one hand, the Iranian government, including the education ministry, consistently advocates for conservative policies. On the other hand, with the advent of mass media, satellite, and the internet, the Iranian public was exposed to new and modern modes of thought and education. This inconsistency is evident in both the English curriculum developed by the ministry of education and the English courses offered by private language schools outside of school hours. Nowadays, the majority of language learners seek quality language instruction from private institutions due to dissatisfaction with their schools' grammar-translation style classes. With such a high volume of students referring to private language

schools, the number of language schools in the last decade has exploded in all major country cities. The country currently has over 5000 private language institutes, a figure that is rapidly increasing [1]. Through the use of cutting-edge methods and the most qualified faculty, private language schools in Iran provide a superior education.

It is acknowledged that numerous impediments exist in the world of education. Numerous reasons exist for these impediments, which affect both the learning and teaching processes. For instance, students may find the lesson too difficult to complete successfully, the lesson materials may be of poor quality, or students may be unaware of the reasons for studying English.

Unavoidably, the process of teaching a language consists of several components, with 'teachers' serving as a critical component. To accomplish their educational goals, teachers must address a variety of classroom issues and devise workable solutions. It

Dikomentari [AT1]: Perlu konsistensi terhadap judul artikel yaitu pada judul berbahasa Inggris dan Indonesia

Dikomentari [AT2]: Kalimat ini baiknya di dukung oleh penelitian terkait

Dikomentari [AT3]: Baiknya didukung oleh penelitian/referensi yang jelas

may be a necessary characteristic of an effective teacher. However, there should be some additional characteristics that define an effective teacher. Additionally, being aware of Turkish EFL learners' expectations regarding the characteristics of an effective EFL teacher may help create more effective EFL teaching environments.

Given the critical role of teaching quality in promoting effective learning (Ref. [1]), it is crucial to identify the characteristics of an effective teacher. The existing body of literature contains data on Turkish preparatory school students' perceptions of a good EFL teacher (2). However, there is an inevitable need to investigate younger secondary and high school students.

However, the very definition of a good language teacher is debatable. The purpose of this article is to examine what language learners believe constitutes a successful and effective language teacher. The following research questions are addressed in this study:

1. What are the characteristics of a good EFL teacher according to students?

2. What characteristics are considered to be the most important in identifying a good EFL teacher?

A. Teaching English as a Foreign Language (EFL)

The English language as a foreign language instruction may occur in any country, whether or not it is English-speaking. EFL students study English for a variety of reasons, including career preparation, career advancement, and education advancement in the majority of countries, particularly in public schools, high schools through language learning, and higher education. English is a required subject in senior and secondary levels of the English language in some countries. In the local context subject (Mansur, Zaidi), both teaching and learning are increasingly limited, neither can be defined in isolation. Ref. [3] defines learning as having the following characteristics:

1. Learning is an acquisition or acquiring process.
2. Learning is the process of acquiring and retaining knowledge and abilities.
3. Learning encompasses data storage, individual memory, and the organization of cognitive processes.
4. Learning entails paying active, conscious attention to and acting on external or internal

events.

5. While learning is not instantaneous, it is relatively permanent.

6. Learning results from form of practice, perhaps reinforcement.

7. Learning is a necessary component of behavior modification.

8. Additionally, Ref. [3] defines teaching as guiding and facilitating learning, facilitating the ability of the learner to learn, and establishing the learning environment.

B. Context for English Learning

Individuals or students acquire English in a variety of situations. Some students study English in a structured fashion, while others study it more casually. Additionally, it is essential to students from English-speaking countries such as Australia, the United States of America, Canada, and the United Kingdom. As a result, students may gain extensive exposure to the language, as English is used in virtually every aspect of society, including education, everyday communication, commerce, business, law, and politics. Nevertheless, the majority of English language students study this in countries where English is not widely spoken. English is spoken as a second language in Malaysia, India, Mexico, and Singapore. English is the primary language of instruction in some schools for specific levels within some schools. In certain countries, such as Nigeria, students of various ethnic groups may communicate in English. English is a foreign language in some countries, such as Indonesia, Vietnam, and China, and this English learning is frequently considered as EFL. English is a Foreign Language context. It is not used as a lingua franca or a mode of communication in a variety of formal situations, including educational activities, government functions, and the legal system. In the study of English language learning, EFL and EFL are considered complementary terms of context due to their degree of similarity. For Indonesia to learn English, it is critical for a variety of reasons, including education and economic development. Despite having spent approximately six years learning the language, the majority of Indonesian students continue to learn English.

C. Characteristics of Good Language Learners

Ref. [10] presents the following characteristics of effective language learners in Ref. [4] based on their observations:

1. They plan the following characteristics:
 - 1. Willing and motivated learners.
 - 2. Is driven by a strong desire to communicate.

Öğretmenler (AT2): İnteraktif ve sosyal öğrenme yöntemleri kullanırlar.

Öğretmenler (AT4): Etkinlikler kullanırlar ve öğrencilerin öğrenme beklentilerini karşılarlar.

Öğretmenler (AT5): Başvuru dışı saat dışı dersler verirler.

3. The areas is unidirectional.

4. They are concerned with forms.

5. Practices work and opportunities for conversation.

6. Maximum involvement of each's own and others' speech.

7. A communication of meaning.

Ref. [5] identifies the following:

1. Individual learning style or positive learning strategy.
2. A proactive attitude toward the learning task.
3. A tolerant and respectful attitude toward the target language, as well as empathy for its speaker.
4. Technical expertise in dealing with a language.
5. Experimentation and planning strategies for transforming the new language into an internal system and gradually erasing the system.
6. Consistency on the lookout for meaning.
7. Availability for practice.
8. Willingness to communicate honestly in the language.
9. Self-motivation of language use and critical sensitivity to its use.
10. Increasingly establishing the target language as a distinct reference system and learning to think in it.

Ref. [7] defines metacognitive strategies as those that involve planning for learning, reflecting on the learning process as it occurs, monitoring one's own production or comprehension, and evaluating learning after an activity is completed.

B. Characteristics of Good EFL Teacher

A teacher is critical to the learning process. That is why they have such a profound effect on students. However, when teachers disregard learners' needs, interests, or deficiencies, both teaching and learning become parallel, and the school environment becomes unattractive to students. The characteristics of an effective teacher may vary according to the learner. Although there are numerous variables, several are common. Ref. [2], for example, explains in one of the related studies that effective teachers tend to:

1. stay in their positions for longer periods of time;
2. devote more time to teaching and curriculum planning;
3. be sensitive to their students' needs;
4. be aware of their students' mistakes and errors;
5. work with difficult students for longer periods of time;
6. participate in and contribute to their students' learning experiences.

Çinçin's characteristics reflect the post-method view's perception of a modern EFL teacher. However, this list can be expanded by adding additional elements. Ref. [9] study, for example, may be beneficial in terms of adding new components. Aspects that an effective teacher should:

1. be able to organize, explain, and clarify instructions;
2. be able to set the target language;
3. be able to generate and sustain student interest and motivation;
4. be fair to students by demonstrating neither favoritism nor prejudice;
5. be available to students at all times [2].

Apart from these two lists of university accepted standards, Ref. [10] identifies three essential characteristics of an effective teacher. Thus, an effective teacher's essential characteristics emphasize the importance of being novel and informed in addition to being competent. The second criterion indicates that the teacher should consistently seek new ways to improve professionally based on peer experience. Finally, the third criterion is that the teacher must be personally invested in the advancement of his or her profession. As Ref. [10] noted, the profession of teaching requires teachers to improve all the time.

Ref. [11] adds some additional characteristics for effective teachers through humanistic perspectives. Creating a friendly classroom environment, planning various types of learning activities, and utilizing educational materials, he believes, are all professional responsibilities of an effective teacher. Additionally, they should be aware of how to plan their lessons and classrooms in order to activate their students' anxiety and encourage them to speak English. To summarize the information presented above regarding the existing literature block, there are several characteristics of an effective language teacher that emerge from various perspectives.

Teacher competencies include personality, social, pedagogical, and professional competencies. A teacher's inner character and outward persona, or personality, is defined as an effective teacher's ability to become someone the students can look up to and be a role model for them in terms of inner maturity and emotional maturity. It permeates the teacher's personality of being a role model for others [12]. This competence encompasses the teacher's ability to demonstrate integrity, being an admirable, demonstrating confidence, and professional competence in a sense of stability, as having competence, and a strong work ethics, and having self-confidence and

Öğretmenler (AT7): Terakülüm sosyal güç öğrenimlerini kullanırlar.

serve as a role model for students and the community.

Concerning language teacher personalities, Ref. [13] suggests that they must have a sense of humor, be approachable, energetic, and highly motivated, have the ability to connect and share, as well as an open and highly flexible attitude as well as to project, have the capability of giving people a feeling of fun, and have the flexibility to interact well and be inspiring. All of these experts (who include Bush, Magyari, and others) note that desirable language teacher characteristics include fluency in teaching, openness to student interest in the students, patience. In addition, Ref. [13] [14] [15] [16] contend that preferred teachers are enthusiastic and unbiased. This list (also known as Khalafati and Abdulkhalaf, however shows that, according to them, there are no good and bad language teachers.

Social competence is defined as the "ability to coordinate adaptive responses flexibly to respond to a variety of interpersonal demands and to regulate social behavior in a manner that is beneficial to oneself and consistent with social conventions and morals" in a variety of social contexts [17]. Ref. [18] defines functional social competence in the domain of teaching. The first step is to develop an effective process that incorporates empathy, relationship appreciation, as well as a feeling of empowerment to expand on the previous, there is a cognitive process involved. It also being able to think about things from multiple perspectives and making sound moral decisions. Lastly, a positive social skills expression enables individuals to more effectively engage in interactions and help them give together socially. These include the ability to make eye contact, effective questions, and the awareness of their own attitudes and beliefs within different social contexts. To put it in more layman's terms, social competence is not about how people perceive feelings or what they do, but rather about wider aspects of their behaviors.

For pedagogical competence, tangible resources such as instruction materials and integrable resources are brought together in order to maximize instructional effectiveness [19].

Professional competence is defined as a teacher's capacity to master the disciplinary area's required content and knowledge. Professional competence is a critical competency because it encompasses all other competencies [20]. For instance, teachers must plan and implement effective teaching and assessment activities in order to demonstrate pedagogical competence. Teachers must serve as role models for their students by demonstrating

personality competence. Teachers must demonstrate social competence in order to communicate effectively with students, colleagues, and the community. While demonstrating content knowledge competence, teachers must demonstrate a working knowledge of the English language on a variety of levels. Ref. [21] asserts that subject knowledge does not necessarily imply an understanding of English history, but rather an understanding of what to teach and how to teach it, as well as an understanding of the learners and how to teach them. Understanding who they are and how to motivate them, as well as knowing when and where to teach.

Ref. [22] teachers have a wide range of approaches and attitudes. He says that students should avoid relying on the same arguments and want to demonstrate something better, like reducing their deliberate teaching, phrasing teaching terms, while language teaching.

Agar has been explained in languages ICT uses their teaching and learning in this digital era - teachers must also develop their professionalization through ICT [23]. EFL teachers can utilize social media networks. They use Facebook.com, https://t.me/edutech, and https://plus.google.com/ because they enable teachers to connect with individuals working in fields related to educational practice, with the primary purpose of exchanging ideas.

Teachers also have legitimate opportunities to engage with and learn directly from these individuals on social media networks. Teachers of English as a second language could make use of web conferencing and publications Ref. [24]. Through the internet, web-conferencing enables teachers to connect and communicate in real time with other EFL teachers located in different locations. It enables EFL teachers to connect with students across regions, national, and international boundaries, as well as across multiple time zones via publications. In the context of online publishing, this could mean anything from publishing in a professional journal to creating content for a website. Readers can comment and express their opinions through this space, and the material can be revised and further developed as a result.

Method

The participants in this study were 24 students (14 males and 10 females) enrolled in the fourth semester of the English program at Universitas Muhammadiyah Sukoharjo in Indonesia. The instrument was a written test consisting of seven questions covering four distinct aspects of the

teacher's personal, social, professional, and pedagogical qualities. The writing test provided clarification on the items related to a criterion for a good EFL teacher. The essay questions were addressed to students of Universitas Muhammadiyah Sukoharjo. The instrument included 10 student questions on the characteristics of a good EFL teacher, and 20 characteristics expected to be most important in identifying a good EFL teacher.

This research was qualitative and quantitative. Although there are numerous variables, several are common. Ref. [25], for example, explains in one of the related studies that effective teachers tend to:

1. stay in their positions for longer periods of time;
2. devote more time to teaching and curriculum planning;
3. be sensitive to their students' needs;
4. be aware of their students' mistakes and errors;
5. work with difficult students for longer periods of time;
6. participate in and contribute to their students' learning experiences.

Ref. [26] presents the following characteristics of effective language learners in Ref. [4] based on their observations:

1. They plan the following characteristics:
 - 1. Willing and motivated learners.
 - 2. Is driven by a strong desire to communicate.

4. Humour, humble, persistent, patient, polite, and respect each other.

B. Social Competence

1. A good teacher is who teaches to pay attention to the students.

2. can create a pleasant learning environment, be able to communicate with students and their parents.

3. become a mediator and facilitator of students.

4. A good teacher must also be able to understand each student's characteristics because each student's characteristics are different, so that it can provide education to students.

5. most of students do not really understand learning.

C. Pedagogical Competence

1. give the example of an easy explanation to understand.

2. understand and align the material.

3. A good teacher should be able to keep abreast of the times because we see that in the current era, many technologies have used so that students can follow the times in the learning process.

4. A good teacher is to be able to create or compose a unique and not monotonous learning program such as presenting games on the addition of learning so that students do not feel bored.

5. Teaching can use modern methods, such as using ICTs, smart technologies, and a learning material.

D. Professional Competence

1. A good teacher can provide knowledge to students with positive thoughts, enthusiasm and so on.

2. Able to create a learning environment that is fun, free, and has management skills in the classroom.

3. A good teacher possesses effective classroom management skills and is capable of creating appropriate student behavior when students learn and collaborate effectively.

4. A good teacher must be more professional in everything than people in general. Must be more understanding, more knowledgeable, and more polite than others.

From the data above, the following principles can be derived from the analysis in the form of an answer for considering the characteristics of an effective English language teacher as follows:

Figure 2. Teacher's Competence

1. Good attitude, good character, always motivating, honest, calm, consistent, disciplined, wise, and responsible.

2. Always smile, good looking, pretty, handsome, good performance, and healthy.

3. Clever, creative, fun, positive thinking, intelligent, professional, and intelligent.



As our findings indicated, students had varying perceptions of the characteristics of an effective teacher. Personal characteristics of the teacher were found to be most important for students in terms of effective language instruction and also for the social development of the students. Given that students are to discover their personality or identity, the teacher's role should be to serve as an appropriate role model. Ref. [24] argues for the importance of a teacher's personal qualities in his study, stating that an effective teacher continues well-developed teaching abilities with positive character traits. These teachers play a critical role in developing into and remaining friendly pedagogues. As a result, in contrast to criticism, friendliness becomes a necessary characteristic of an effective teacher. Then, when it comes to the pedagogical component of the inventory, students would rather value their teacher's excellent English pronunciation skills. According to the participants' expectations of an effective teacher, students also anticipate increased exposure to the target language correctly. As a result, EFL teachers should give the example of an easy explanation to understand.

The social competence of teachers also gets students' attention; students need teachers that pay attention to the students, can create a pleasant learning environment, be able to communicate with students and their parents, become a mediator and facilitator of students. In a similar vein, Ref. [17] [23] emphasize the critical nature of an effective teacher's characteristics. For instance, Shabanov and Kholodnykh report that "having a good character and interacting positively with students is critical for a teacher to be effective". It enables learners to study in a safe environment, which has a beneficial effect on language learning. Additionally to these studies, Ref. [24] [8] emphasize the critical nature of developing positive relationships with students as an essential quality of an effective teacher. Teachers should be cognizant of their behavior with students in this regard, as it contributes significantly to the establishment of a healthy environment for teaching and learning.

Previously, teachers played an active role in language instruction. However, it appears as though this perception is no longer valid. For instance, the current study's findings demonstrate that students expect their teachers to design collaborative activities such as group and pair work. It is a contending that relies on the teacher's professional ability. Teachers should also can provide knowledge to students with positive thoughts, enthusiasm and not dull. Teachers able to create a learning environment that is fun, free, and has management skills in the classroom. As a result, teachers may benefit from sufficient materials in the classroom in order to meet their students' expectations.

Along with the characteristics that their students value most, EFL teachers should become familiar with the characteristics that should be avoided. According to the current study's findings, students do not want their teachers to be strict in the classroom. It is a parallel expectation to humanistic approaches. By avoiding criticism and harshness, teachers can develop better relationships with their students, resulting in their students' increased performance.

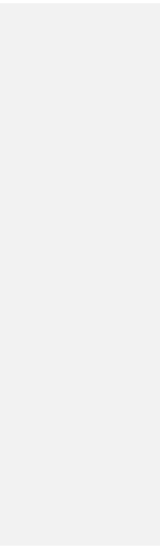
Taking into account the aforementioned findings and discussions, it is possible to conclude the following characteristics of an effective EFL teacher. Thus, an effective EFL teacher should have excellent command of the English language. He should create a friendly classroom environment for his students, demonstrate effective classroom management skills, be enthusiastic and patient, and incorporate technology and visual materials into his pedagogical act.

Conclusion

When considering the characteristics of a good EFL teacher in general, students' perceptions may vary, one may list several features of characteristics. When listing the characteristics of an effective EFL teacher, these characteristics can be classified more precisely. The characteristics of an effective teacher will determine the success of the teaching and learning process. From the results of this study it was found that students assessed personality competence as the most important component in pedagogical competence, then social and professional competences.

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