

**“HOW IS A ‘GOOD TEACHER’ DEFINED IN A COMMUNICATIVE,
LEARNER-CENTERED EFL CLASSROOM?”**

by

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In loving memory of my parents,

Jean Blanche (Pechie) Thompson
(May 1930 – October 1983)

and

Arthur Lowell (Mike) Thompson
(May 1924 – November 1998)

Dedication:

This Masters Dissertation is dedicated to all the wonderful teachers

I have had the honour or learning from: to Ray Morrison, a grade six teacher extraordinaire who believed in teaching the whole child and in providing challenges for the individuals in his classes; to Laird Evans, my high school drama teacher and old friend, who believed we could do anything we set our hearts to and who gave us the moon; and to Bill Bowler and Sue Parminter, my CELTA tutors, who set wonderful examples and high standards and then believed we could reach them. I thank you all.

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Abstract

This study sought to determine how to define a ‘good teacher’ in a communicative learner-centered EFL classroom. Data was collected from students, teacher trainees and experienced teachers using a variety of data collection tools including questionnaires, portfolios, teaching practicums, tutor observations and assignments. Results from the study showed that all three groups of participants have a preference for teachers who build rapport, are knowledgeable of their subject matter and have very good classroom management skills. Specifically, respondents valued teachers who were caring, creative, enthusiastic, patient, well-planned and respectful. Regarding classroom skills, the participants focused on whether teachers knew their subject well and were able to apply appropriate teaching methods to support the different learning styles of their students. Respondents also favoured teachers who provided error correction and feedback in respectful and meaningful ways.

Results of this study will be discussed in light of past studies and the notion of what constitutes a ‘good teacher’ in a communicative, learner-centered EFL classroom context. Both theoretical and pedagogical implications of the results of this study will also be presented and discussed.

Chapter 1

Introduction

The question of what makes someone a good teacher is relevant to all teaching contexts but is especially important in the field of English as a Foreign or Other Language (EFL) where teachers can be hired simply for being a native language speaker who possesses a bachelor's degree (Darn, 2002). Most people have an opinion on what qualifies someone to be a 'good teacher' based primarily on their own experiences in the classroom (McDonough and Shaw, 1993). Most, if prompted, would be able to identify at least one teacher from their past who was memorable and would be able to regale their listener with stories to demonstrate why they had put this person into that nebulous category. If explored further, they would probably be able to articulate, using adjectives similar to the ones used in the questionnaires included in this paper, what made this teacher memorable or 'good'. Descriptors such as caring, fun, interesting, creative and fair-minded often colour their descriptions.

However, it is not only the personal characteristics of a teacher that make their classes memorable or their lessons successful. Teaching is a multidimensional craft (Nunan and Lamb, 1996) and the EFL classroom is a multifaceted environment; therefore, having our cognitive and emotional needs met is often part of how we characterize 'good teachers'. While our personalities are generally determined quite early on in life, skills are something we can acquire with instruction, time, practice and feedback. And while a teacher can manage a class with the force of their personality alone for quite some time,

teachers who have the teaching skills to accompany their personal strengths are often more successful more consistently because “trained teachers are more likely to be aware than untrained ones of their options in language teaching” (Brown and Rodgers, 2002: 118).

The selection and creation of challenging materials, provision of appropriate pacing, error correction and feedback, as well as relevant and authentic practice tasks are but a few of the skills teachers need to learn, and eventually master, in order to be considered ‘good’ by most learners. Since every teacher “whether trained or untrained, has ideas about how language teaching should be done” (Brown and Rodgers, 2002: 118), using Communicative Language Teaching frameworks as the basis for their teaching means that teachers are also ‘learner-centered’ in how they approach their lessons and their students’ needs in the language classroom (Lightbown and Spada, 2006).

According to Communicative Language Teaching proponents, being ‘learner-centered’ ensures that the learners are foremost in our minds and that responsibility for learning is meaningful to them and is shared (Nunan, 1999). Freeman (1982: 2) states that “classrooms, whether located in schools or in other organizations, are embedded in values and expectations that help to shape the teaching and learning that go in within them”. This, therefore, means that our roles as teachers need to change according to the aims of our lessons, the frameworks we choose to follow, and the tasks students are working on (McDonough and Shaw, 1993), making us ‘facilitators of learning’ rather than ‘all knowing’ personas, as teachers were expected to be in the distant and not-so-distant past. Some learners from cultures that are more ‘hierarchy conscious’, for example the Spanish and the Portuguese, learners from the Arab world and Confucius-based cultures such as China, Japan and Korea, may have difficulty with the roles teachers embrace in learner-centered classrooms (Hofstede, 1997 in Hadley, 2003), since these so-named ‘high power distance communities’ (HPDs) value hierarchy, authority and a directive approach to teachers passing information on to their students (Hadley, 2003). This, in turn, can define what they perceive a ‘good teacher’ to be in very different terms from those of ‘low power distance communities’ (LPDs) such as the Germans, British and North Americans

where participation and “student independence” is desired and the teacher is seen as a “resourceful friend” (Hadley, 2003: 6).

The range of training an EFL teacher might undergo is as varied as the teachers who possess the certificates, diplomas and degrees. Among the multitude of training options available are: weekend-long and one week introduction programs, one-month intensive pre-service certificates, three month intensive (or 8 month part-time) diploma programs, degrees, masters and doctorate programs. These courses can be distance, computer-based, in person or a combination of all three and the professional standards of the countries where the new teachers reside or and schools they plan to teach in, will also determine whether or not they select a course where a practicum is offered. It will also dictate the general framework the course follows since teacher education programmes are often designed to accommodate “factors such as institutional practices and authority, teaching materials and the national examination system” (Franson and Gu, 2004: 4).

The question remains....what makes a ‘good teacher’? Are there specific personal characteristics that ensure someone will be a ‘good teacher’? Are there skills that the candidate *must* master to qualify for this title? Can someone have some, but not all of them and still be considered good? And have these characteristics and skills changed since Communicative Language Teaching became the norm rather than the exception?

While “the sheer number of variables involved in teaching” makes it very difficult to clearly define a ‘good’ teacher (McDonough and Shaw, 1993: 256), this study endeavours to do just that.

Chapter 2

Review of Literature

2.1 Introduction and Brief History of the Teacher's Role throughout the History of EFL Teaching

While linguists, experienced teachers, teachers in training and students will all have different views regarding what qualities and skills their ideal or any 'good teacher' should have, present day theorists generally agree that,

The teachers' professional training, linguistic and sociolinguistic competence, understanding of the students' needs, continuous encouragement of students' efforts, and the realistic expectation of students' progress (is what) ultimately constitutes a good esl professional (Liu, 1999: 174).

These overall expectations of a 'good teacher' have not changed drastically over the centuries or decades but how they are manifested in the classroom has (Larsen-Freeman, 1986).

2.1.1 The Teacher's Role

From the late 1800s to the early 1900s, the Grammar Translation Method was the main method used to teach English. Since accuracy of the written form students were translating was the primary focus, the teacher's role was that of the 'authoritarian', the student was considered to be a vessel to be filled with new knowledge and there was very little student initiation or teacher-student interaction (Larsen-Freeman, 1986). Traditional

education was based “on the concept of the teacher providing knowledge which the learner consumes passively and copies” (Carrier, 2006: 7). The main skills a teacher of this era would need were the ability to provide accurate models of English and to answer grammar, writing and lexis questions, the ability to manage a class as a disciplinarian and to give clear and simple explanations and instructions and the ability to provide written error correction. As there was little or no student-teacher interaction, the teacher would only be required to be disciplined, knowledgeable about language and, most likely, organized.

The Reform Movement, which followed in the 1880s, brought more practical, oral language use into the classroom, including the introduction of the International Phonetic Alphabet (IPA) and more inductive approaches to teaching grammar and lexis. Sweet and Viëtor’s scientific approach made oral production integral to the learning process and began the shifting of the teacher’s role to one of ‘partner’ as opposed to ‘director’ (Richards and Rodgers, 2001). Students were now welcome to initiate interactions and teacher-student interaction was encouraged. This change in methodology meant that teachers had to acquire new skills such as being able to motivate the class, set an appropriate pace, implement the phonemic chart and provide error correction on oral mistakes. Showing interest in the students’ progress would also have been important, given the new relationship between student and teacher. The teacher’s personality would also start to play a more important role in the classroom (Hare, 1993). Since interaction was now encouraged, demonstrating ‘warm’ and personable personality traits would be more important than they once were.

In the 1950s and 1960s, many new methods and approaches were introduced to the field as language learning began to be recognized as “a vehicle for the realization of interpersonal relations” (Richards and Rodgers, 2001: 21). With this new view, the teachers’ role changed even further. For example, with the Audiolingual Method, the teacher’s role was to provide a good language model for students to follow and to ‘direct and control the class’ (Larsen-Freeman, 1986), while with the Silent Way, her role was to encourage independence, providing assistance only as required. The ability to provide

error correction and appropriate feedback (for example, ‘hot feedback’ during controlled practice tasks and ‘cold feedback’ when fluency was the main aim) would be increasingly important as was the ability to provide clear and simple instructions to ensure the students could do the task without much teacher supervision. This move away from total control continued to grow through the 1980s as more and more student-centered methods were introduced. Again, as the teacher’s skills changed, so too did the qualities that students came to expect from them. Teachers were now seen as ‘people’ and humanistic qualities such as showing empathy and interest in students, being culturally aware and being open-minded (Senior, 2006), were considered to be essential qualities.

When Communicative Language Teaching (CLT) was introduced in the early 1970s, the teacher’s role was redefined as that of ‘facilitator of learning’ and ‘synthesiser’ (McDonough and Shaw, 1993), which included the sub-roles of researcher, task-designer, manager, tutor, grammarian, counsellor, monitor, helper, motivator and even co-communicator (Harmer, 2001). While the teacher was considered the initiator of most activities, the majority of the interaction was among the students as they worked through problem-solving tasks and activities meant to promote real communication (Richards and Rodgers 2001; Carrier 2006). It is now well established that CLT is the most prevalent framework used in EFL classes worldwide in present time. It is considered to be a “learner-centered and experience-based view of second language teaching” (Richards and Rodgers, 2001: 158); therefore, the qualities and skills a teacher is required to have are quite different from those of their predecessors (McDonough and Shaw, 1993).

2.1.2 Communicative Language Teaching

At the height of CLT, Harold B. Allen (quoted in Brown 2001: 429) stated that the qualities of successful language teachers were (See Figure 1):

Figure 1 H.B. Allen's Qualities of a Successful Teacher

1. Competent preparation leading to a degree in tesl
2. A love of the English language
3. Critical thinking
4. The persistent urge to upgrade oneself
5. Self-subordination
6. Readiness to go the extra mile
7. Cultural adaptability
8. Professional citizenship
9. A feeling of excitement about one's work

These qualities focused on study skills necessary to pass a professional qualification course and a belief in continued development, personal characteristics such as tenacity, thoughtfulness and enthusiasm, and the ability to adapt to the classroom, the learners and the surrounding culture. Around the same time, Blum (1984, quoted in Nunan and Lamb, 1996: 116) introduced a list of 'teacher practices' that he felt were typically practised by 'effective teachers' and of equal importance in the EFL classroom (See Figure 2).

Figure 2 Blum's (1984) List of Effective Teacher Practices

1. Instruction guided by pre-planned curricula
2. High expectations for student learning
3. Carefully orienting students to the lesson
4. Clear and focused instructions
5. Closely monitoring learner progress
6. Language clarification provided when required
7. Class time used productively
8. Smooth, efficient classroom routines
9. Instructional groups formed to fit instructional needs
10. High standards for classroom behaviour
11. Positive personal interactions between teacher and students
12. Incentives/rewards used to promote excellence

In many ways, these mirrored the qualities that Rubin and Thompson (1983, quoted in Nunan, 2000) originally posited that 'good learners' had (See Figure 3 below). Blum's list focused on the expectations of the teacher and students, planning, professional training and development and the willingness for the teacher to adapt and change according to the need of the lesson and the class rather than expecting the teacher to be

‘all-knowing’ and ‘perfect’ (Johnson, 2005), all very different from the ‘teacher-as-expert’ of the early 20th century. Now the focus and belief was that “when language learning occurs, it is as a result of the combinations of the different elements of the teacher-learner, learner-learner relationships embodied in the numerous interactions in the classroom” (McDonough and Shaw, 1993: 225). It is these interactions and the lessons that are designed and executed to ensure they take place that form the basis of Communicative Language Teaching, or the Communicative Approach.

Figure 3 Rubin and Thompson’s (1983) ‘Qualities of Good Learners’, quoted in Nunan, 2000:171

1. Good learners find their own way
2. Good learners organize information about language
3. Good learners are creative and experiment with language
4. Good learners make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom
5. Good learners learn to live with uncertainty and develop strategies for making sense of the target language without wanting to understand every word
6. Good learners use mnemonics (rhymes, word associations, etc. to recall what has been learned)
7. Good learners make errors work
8. Good learners use linguistic knowledge, including knowledge of their first language in mastering a second language
9. Good learners let the context (extra-linguistic knowledge and knowledge of the world) help them in comprehension
10. Good learners learn to make intelligent guesses
11. Good learners learn chunks of language as wholes and formalized routines to help them perform ‘beyond their competence’
12. Good learners learn production techniques (e.g. techniques for keeping a conversation going)
13. Good learners learn different styles of speech and writing and learn to vary their language according to the formality of the situation

2.2 Previous Studies

2.2.1 Teachers' Roles

Studies exploring teachers' roles and skills desired by learners have varied over the years. Karavas-Dukas (1995 in Hedge, 2001) conducted a study which evaluated the roles teachers embrace in the classroom. Four consistent categories emerged from the study: being a source of expertise (46.4%), being a source of advice (53.5%), being a facilitator of learning (64.2%) and being a manager (35.7%). While the range of expectations regarding these roles varied depending on the country, context, method or framework being used and personality of the teachers, the fact that these roles were consistently selected is significant and suggests that "the responsibilities of the teacher in terms of providing effective teaching" (Hedge, 2001: 30) is quite complex since "teachers are affected, directly or indirectly, by all of these variables" (McDonough and Shaw, 1993: 9).

2.2.2 Teaching Skills

Other studies focused on skills teachers needed in the classroom. According to Nunan and Lamb (1996: 119), "all studies [that focus on skills] demonstrate that effective instruction is characterized by clear instructions, maximizing time on task (the time students actually spend learning), and then establishment of smooth and efficient classroom routines". An example of this is Tharp's (1999) study which included students from multilingual and multicultural classes as well as students in the elementary, high school and college systems within the United States. His five categories for proving 'Effective Pedagogy' were classes and teachers who promoted: 1. joint productive activities, 2. language development, 3. contextualization, 4. complex thinking and, 5. activities and tasks which engaged students in instructional conversation (Tharp, 1999). All of these skills are equally important to the EFL classroom and can be compared to areas highlighted in the teaching practicum in the Cambridge CELTA course, namely, 1. building rapport, 2. developing language competence, 3. providing context for learning, 4. using methodology that activates the learners' prior schemata and ensuring the teacher has up-to-date skills regarding methodology and, 5. building relationships with learners

(See Appendix 8 for further details). It also relates to the goals of Communicative Language Teaching, whose emphasis is on “interaction, conversation, and language use, rather than on learning *about* the language” (Lightbown and Spada, 2006: 110).

Still other studies have focused on student expectations regarding specific skills and strategies their teachers’ demonstrated. For example, Schulz (2001) discovered that most students wanted their teachers to correct their errors, while very few teachers thought that this was desired and, therefore, did not do much of it in their classrooms (Lightbown and Spada, 2006). Lyster and Ranta (1997) conducted observation studies in Canadian French-Immersion classes to assess whether or not teachers provided students with enough feedback and to evaluate the form of feedback that they provided. They discovered that students respond best to recasts, or reformulations by the teacher after an error has been made, when being corrected and provided with feedback on their progress (Lightbown and Spada, 2006). They also uncovered the fact that teachers did less correction that students wished for or needed.

Malikow (2005) conducted a study over six years from 1998 – 2004 with more than 361 college students in the US school system and purported that the following six skills were considered invaluable when assessing whether someone was an ‘exceptionally effective teacher’.

Figure 4 Malikow’s (2005) Qualities of an ‘Exceptionally Effective Teacher’, 2005: 3

1. Communication of materials
2. Motivation of students
3. Provision of an environment conducive to learning
4. Maintenance of student interest
5. Classroom management (discipline)
6. Appropriate relationships with students

Numbers two, three and six introduce the importance of the relationship students have with their teachers and the classroom environment, while one and five focus on teaching skills related to instruction giving, monitoring and pacing. Everston’s (1985) findings

below also made note of the classroom environment (point number seven) as well as the physical set up of the class (point number three) and student interest and engagement (points number four and eight). His study uncovered a total of nine different areas which, when adhered to, seemed to ensure that learning took place (Figure 5). He observed teachers and evaluated more than one hundred different elementary and secondary classrooms with regards to classroom management.

Figure 5 Adaptation of Everston's (1985) Study Results, in Nunan and Lamb, 1996: 118/119

1. Instructional Management (e.g. giving clear instructions, waiting for attention, ensuring pacing is appropriate etc.)
2. Room Arrangement (e.g. ensuring everyone is visible)
3. Rules and Procedures (e.g. following efficient routines, providing homework and checking it etc.)
4. Student Concerns (e.g. providing topics students are interested in, going at apace that is reasonable for them)
5. Behaviour and Misbehaviour (e.g. being consistent when managing behaviour, monitoring effectively)
6. Classroom Climate (e.g. providing a relaxed and pleasant learning environment)
7. Time on Task (e.g. making sure students have enough time to do the tasks)
8. Percentage of Students Engaged (e.g. being aware of the number of students who are engaged and those who are bored)
9. Miscellaneous

His findings were consistent and he concluded that learning appeared to “be maximized when classroom tasks are clearly linked to student needs and broader curricular objectives that are conveyed to the students in ways that are meaningful to them” (Everston, 1985 quoted in Nunan and Lamb, 1996: 119), which correlates with what Nunan and Lamb proposed.

While these skills are clearly important, they are not the only things needed, for as Nunan and Lamb (1996: 117) state, “we do not believe that one can simply put together a list of behaviors and assume that these will aggregate to good practice”. Clearly, personality has a part to play as well since “whatever one's criteria of effectiveness, the components

of effective teaching cannot be spelt out in operational terms, but are crucially dependent on the teacher's qualities" (McIntyre, 1980 in Richards, 1996: 14).

2.2.3 Personal Characteristics

Weinstein (1989) conducted a study which introduced 10 personality characteristics 'good teachers' were thought to have (Weinstein, 1989 quoted in Brown and Rodgers, 2002: 153). He stated, according to his research on teachers' belief systems, that teachers' beliefs performed the function of framing the way we teach our classes and the tasks we provide our students with. For example, if a teacher is 'warm', 'creative' and has 'the ability to relate to different types of people', it stands to reason that they would also be able to create a classroom climate conducive to learning and thriving (Patten, 2003).

Figure 6 Weinstein's (1989) Characteristics of 'Good Teachers', quoted in Brown and Rodgers, 2002: 153.

1. patience
2. high IQ
3. warmth
4. creativity
5. ability to be humorous
6. commitment to teaching
7. good grades in college
8. ability to relate to different types of people
9. organizational skills
10. outgoingness

In his 'Effective Teacher Study', Malikow (2005) also discovered that "personality characteristics most often cited by the students were: challenging/had reasonably high expectations (82), sense of humour (59), enthusiastic (56), creative (39), caring (39), explains complicated material well (39) and flexible instructional style (33)" (Malikow, 2005: 1). While this study included students' evaluation of a teacher each participant felt could be described as "an exceptionally effective teacher" (Malikow, 2005: 3), teachers

from elementary school to college professors, rather than EFL teachers specifically, were the ones being evaluated.

Ezeel (2005) conducted a study which focused on the needs and 'wish list' of Directors of Studies and school owners. He found that these individuals wanted to work with people who were friendly, interested in professional development and who could fit into the corporate culture of the school they were applying to. Open-mindedness, flexibility, reliability, adaptability and being able to build rapport with students were other characteristics mentioned.

Despite all of the interest in students' expectations, the skills and personal characteristics desirable in a teacher and teacher training, there have been very few studies conducted as to what those qualities and skills sets are in the age of Communicative Language Teaching. Previous studies have explored what students would like to see in a teacher, what teaching courses try to instill in trainees, as well as what employers and teaching colleagues look for in perspective teachers but none of these studies has compared the needs and wishes of all three groups, namely students, trainees and experienced EFL professionals.

So much of what we do as EFL teachers, including the texts we use and the tasks we create, is based on the theory of Linguists rather than on what students and classroom teachers have experienced on a day-to-day basis. It is important to bring the views of all three groups together in one study, namely students, teachers in training and experienced EFL professionals, in order to ensure that individual needs are being met, not solely based on the observations or thoughts of one group. This will ensure that theory and practice are congruent.

This study seeks to fill in the gap in the literature on learner needs and desires, or wish lists, and teacher training course expectations in relation to EFL teachers.

Chapter 3

Methodology

3.1 Data Collection Procedures

Questionnaires were sent to over one hundred and sixty people requesting they fill in the questionnaire provided and return it to me within ten days. The questionnaire was four pages in length and focused on what the participants felt were the personal qualities and skills needed in order to consider someone to be a ‘good teacher’. They were also asked to think about what they need and want a teacher to do when they are learning a language or new skill (See Appendices 1 and 2 for complete questionnaires).

All participants were asked to provide permission to use their name and data for the study. The first eighteen from each of the three groups approached who said ‘yes’ to use either their names, or pseudonyms were used for this study, ensuring a random, rather than a pre-selected, sample was provided. Originally, I had planned to only gather data from recent CELTA graduates, thinking that it would be easier to collate the data and to compare it. However, the deeper I explored the topic, the more I felt I should look at a cross section of opinions to ensure a broader perspective on the subject.

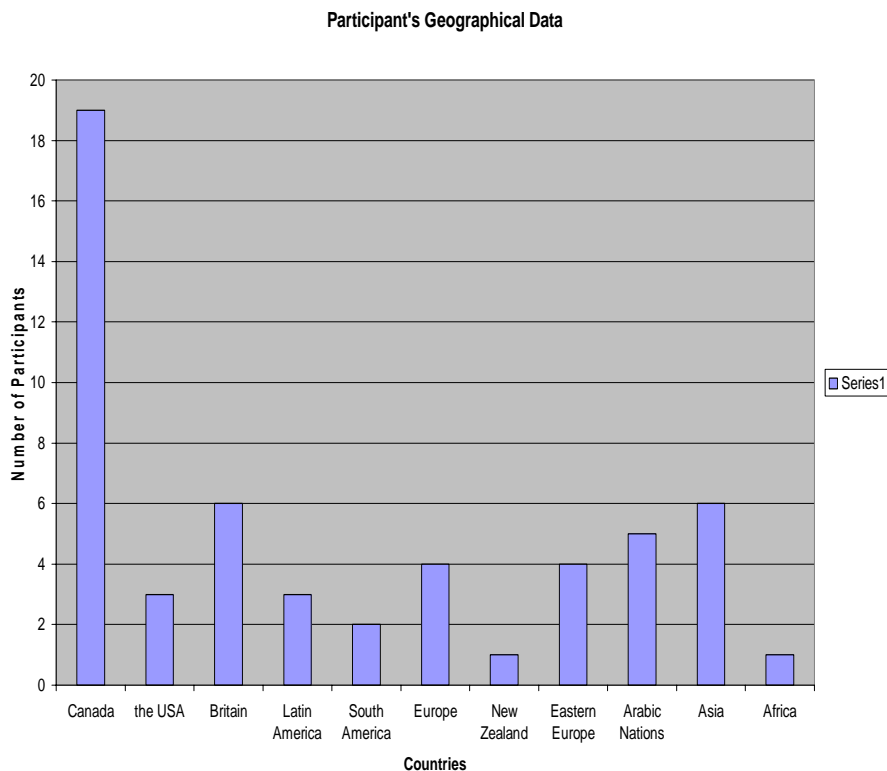
3.2 Participants

Fifty four people participated in the study. They are from a variety of regions, including North America, Central America, South America, Europe, Eastern Europe, Asia, Austral-Asia, Africa and the Middle East. Twenty countries are represented in the study. They are Canada, the United States, Mexico, El Salvador, Brazil, Britain, Italy, Germany, Switzerland, New Zealand, Japan, Taiwan, China, Korea, Syria, Turkey, Saudi Arabia, Tanzania, Poland and Russia (See Table 1 and Chart 1 below).

Table 1 Geographic Areas Represented in the Study and if English is the Participants' First Language

Geographic areas represented and if English is the participants' first language								
	North America (Canada; the USA)	Eastern Europe (Poland; Russia)	Europe (Britain; Italy, Switzerland ; Germany)	New Zealand	Latin & South America (Mexico; el Salvador; Brazil)	Asia (Japan; Korea; Taiwan; China)	the Middle East (Syria; Turkey; Saudi Arabia)	East Africa (Tanzania)
Students 8	1/ 1NNEST	1/ 1NNEST	2/ 2NNESTs		3/ 3NNESTs	6/ 6NNESTs	5/ 5NNESTs	
Trainees 8	9	3/ 3NNESTs	4 / 1NNEST		2/ 2NNESTs			
Experienced FL Professionals 8	12		4	1				1NNEST
Total 54	22	4	10	1	5	6	5	1
Non-native language speakers (NNESTs) 5	1	4	3		5	6	5	1

Chart 1 Participants' Geographical Origin



The participants range in age from 20 to over 50 and both females and males were included in the study, although only one third of the participants are male: 12 students, 2 teacher trainees and 5 experienced EFL professionals. Approximately fifty percent are 30 or under (See Table 2).

Table 2 Age Range and Gender of Survey Participants

Age Range	Total	Females	Males
20-24	6	4	2
25-29	19	10	9
30-34	9	5	4
35-39	7	5	2
40-44	3	3	
45-49	4	4	
50+	6	4	2
Total	54	35	19

While there is “little proof that any one way of teaching is better in all settings than another” (Gebhard, Gaitan et. al., 1996: 16), the teacher trainees and experienced teachers and administrators in this study were all trained, formally and informally, in Communicative Language Teaching methods and teach their classes according to these principles. As previously stated, all 36 teachers have, at minimum, their CELTA (See Table 3), which is meant “for applicants with little or no experience of teaching English to speakers of other languages” (UCLES, 2005: 9) whose goal it is “for student teachers to develop the independent capacity to make informed teaching decisions” (Freeman, 1996: 105) or they have equivalent training. The other eighteen are former students of mine no longer study English.

Table 3 TEFL or Education training of Experienced Teachers and Trainees

	CELTA/ CETEFLLA/ Trinity or equivalent certificate	DELTA/ DETEFLA	Degree in TEFL or Education	Masters in TEFL or Adult Education	PHd in TEFL or Education
Experienced Teacher's	13	4	6	7	1
Trainees	18				

3.2.1 Students

Over sixty questionnaires were sent to students from North America, Asia, the Middle East, Europe, Eastern Europe and Latin/Central America dating back to nineteen ninety eight. Twelve countries are represented. These are Turkey, Syria, Saudi Arabia, Germany, Russia, Canada, Mexico, Brazil, Japan, Korea, Taiwan and China. The students range in age from 20 to 45 and eleven of the eighteen students surveyed had prior English learning experience. All of the students considered themselves to be, at minimum, upper intermediate level learners and fourteen of the eighteen have continued using English either in work or school related venues (See Appendix 3 for Students' Personal Data).

3.2.2 Teacher Trainees

Seventy questionnaires were sent to teacher trainees from the last eight courses I have taught and eighteen were included in this study (See Appendix 4 for Teacher Trainees' Personal Data). They represent five different geographical areas: Latin America, the USA, Canada, Europe and Eastern Europe, and come from nine different countries. These are Canada, the United States, El Salvador, Brazil, Britain, Switzerland, Italy, Russia and Poland. The trainees range in age from 20 to over 50 and sixteen of the eighteen have started or continued working in the EFL field in some capacity. Those six trainees who are not native English speakers stated that they were 'proficient' in English.

3.2.3 Experienced Teachers/EFL Professionals

Approximately thirty experienced teachers were approached regarding the personal qualities and skills they felt demonstrate that someone is a good teacher. Initially, I had planned to only include CELTA-trained teachers to ensure consistency in the data; however, I chose to include 7 others (Donna-Lynn, Sheila, Rebecca, Judy, Jennifer, Jenn and Sharon) as I have worked with them, know their work and/or have participated in their classes and workshops and can verify that they follow the same teaching models. These teachers represent four different regions, namely, North America, Europe (Britain), New Zealand and Africa. The specific countries they come from are Canada, the United States, Britain, New Zealand and Tanzania. The age range of the experienced teachers is from 30 to over 50 and their years in the field range from 3 to 31 years. Seven of the eighteen are IELTS examiners, eight are teacher trainers, six others present regularly at provincial, national and international conferences and all have, at minimum, a CELTA certificate or equivalent (See Appendix 5 for Experienced Teachers' Personal Data). All teach on a regular basis and together, represent more than 276 years of teaching.

3.3 Instruments Used

To ensure its reliability and validity (McDonough and McDonough, 1997), the data, which forms the basis of this study, was collected from a variety of sources including 54 questionnaires and 18 teacher training portfolios. The portfolios include 8-9 teaching practicum assessment forms, a writing assignment where the eighteen trainees wrote about their observations over the 4-week course and end-of-course grades for each trainee, as well as my own observations as a teacher trainer and supervisor of an EFL department.

3.3.1 Questionnaires

Questionnaires form the bulk of this study. Since the “optimum length of a questionnaire is governed by the expected yield” (McDonough and McDonough, 1997: 174), they are normally 2-pages long. However, this survey had a variety of question types that were designed to build on the initial statements participants made. The questionnaires were four pages in length and took approximately twelve minutes to complete and return to the researcher by email. All participants were asked the same questions, albeit somewhat modified for students (See Appendix 1) to account for their English language comprehension and the use of meta-language with the trainees and teachers (See Appendix 2). This was meant to ensure the data could be compared across all three groups and to provide enough data to ensure a comprehensive analysis.

Each questionnaire asked for the participant’s name, country of origin, first language and level of English. Students were asked when they studied English and if they had any prior language learning experience, trainees were asked if they had prior teaching experience before taking their one-month training course and experienced teachers were asked when they did their training and what their training was. Five other question areas common to all three groups were asked of each participant.

First, on page two, participants were asked to complete 5 tailless, or incomplete sentences regarding their preferences and needs in a language class. These open-ended questions

were the first questions the respondents saw, which allowed them to be answered without any prompting or bias on the part of the researcher, since bias “interferes with an impartial review of evidence and argument” (Hare, 1993: 14) and may cause us to fail to do justice to the overall account. On page three, students were asked to highlight *all* of the personal characteristics they felt were required for someone to be considered a ‘good’ teacher. They were then asked to select their top ten characteristics and to rank them using a Likert scale of 1-5, 1 being ‘*it would be nice but it is not essential*’, 3 being ‘*important*’ and 5 being ‘*essential for all teachers!*’ (Thompson, 2006), which allowed participants to give a number to their opinion, making it appear somewhat more objective (McDonough and McDonough, 1997).

The last page of the questionnaire again asked participants to highlight something. In this case, it was the skills they felt ‘good’ teachers needed to have. The questionnaire ended with a very open ended question, ‘*Anything else you think I should know or include?*’ which further allowed the participants to “contribute more individual points of view and more detailed information” (McDonough and McDonough, 1997: 176). To ensure the validity of the results from the questionnaire, the data was then compared to the data gathered from the sources identified below (See also McDonough and McDonough, 1997 for a similar argument).

3.3.2 Trainee Portfolios

The portfolios of the 18 CELTA teacher trainees in this study were evaluated according to the results of their 6 hours of observed lessons, an assignment and their end-of-course marks. This was to ascertain whether the ‘qualities and skills’ specified by the participants were in fact factors in determining which candidates, according to Cambridge ESOL (CELTA) specifications, were considered fail, pass, pass B and pass A candidates (See Appendix 6 for CELTA Grades). CELTA marks are based on the teaching practice as well as on written assignments (UCLES, 2003). The data from the trainees’ final assignment was also collated to compare to the questionnaire results (See Appendix 16).

3.3.2.1 Trainee Teaching Practicums

The teaching practice is meant to provide opportunities,

For candidates to show that they can apply theory to practice in classroom teaching. In their teaching and in their lesson plans, candidates should demonstrate an increasing ability in their achievement of the assessment criteria [for each lesson] (UCLES, 2003: 20).

All teaching practice lessons were marked according to criteria based on Cambridge ESOL's syllabus expectations (See Appendix 8 for the 'Lesson Appraisal' sheet) and marks were provided on a graded scale of fail, to-standard and above-standard to ensure candidates were aware of how their teaching met the criteria (See Appendix 6). The same two tutors taught all of the courses represented in this study and observed each candidate for fifty percent of the course teaching at both levels and at the beginning and end of the course. Each course was assessed by a Cambridge appointed external assessor, which further ensured that marking was standardized (UCLES, 2005).

3.3.2.2 Assignment

As part of the UCLES criteria for the Certificate course (CELTA), trainees have to look towards their professional development and this includes assessing the strengths of teachers they have observed, as well as their own strengths and weaknesses (Ripari, 2005). On the course I teach, my fellow tutor and I have realized this part of the curriculum as a prose assignment where trainees have to evaluate the strengths/skills of experienced teachers they have watched, the progress of their peers, their own personal strengths and weaknesses and future areas to work on (See Appendix 7 for Assignment 4's rubric). This assignment is based on the trainees' self-reflections written immediately after they teach, their daily diary entries, peer feedback and oral and written tutor. The tutors co-marked a number of assignments, including all resubmissions to further ensure marking validity and reliability and to follow Cambridge protocol and standardization practices.

3.3.3 Tutor's Weekly Assessment Log

As part of a communication tool, the tutors kept a log on each trainee's progress during the course which covered the salient points of the weeks' lessons (See Appendix 17). This log is also sent to the assessor prior to his or her visit with a mark range that we predict the candidate will fall under based on their assignments, teaching practice and demonstration of their knowledge and understanding during input sessions and feedback.

3.4 Methods of Data Analysis

While it is true that data can be explained in many different ways, it is my intention to analyze the data as objectively as possible through the use of a variety of means. In order to process the amount of data included in this study, I evaluated one section at a time. Data from the questionnaires was evaluated first, followed by information garnered from the trainees' portfolios.

I collected the data from the questionnaires according to participant group: students, teacher trainees and experienced teachers. Their data was collated individually into different categories and then a variety of charts and graphs were created to better compare the results. For example, graphs, charts and tables were designed to compare the opinions of the individuals and the three groups with regards to skills (Charts 2 and 3, and Tables 4 and 5) and personal characteristics (Charts 4 and 5, Tables 7 through 11 and Appendices 9 to 14 plus 18).

After this had been done, I examined the teacher trainees' portfolios and gathered the data in a similar manner and last, I compared the data to the end-of-term results of the eighteen teacher trainees (Appendix 15), including the weekly tutors' logs (Appendix 17). The data collected from the portfolios and the open-ended questions in the questionnaire were much more complicated to evaluate because of a number of factors which will be discussed at the end of this study.

In order to ascertain the percentage of participants who agreed that the various characteristics and skills were important, the number of responses to any given statement was computed by dividing the number of 'checks' for each trait or skill by the total responses in each group of 18 and then into the whole of 54. Likert scales were also used to compare the mean score for the 'top ten characteristics' selected by the 54 participants (Table 10, and Appendices 12 to 14). Data was then compared according to their classroom roles, for example, whether the participant was a student, trainee or experienced teacher, their geographical area, language speaker status and time in the classroom as either a student or teacher.

Trainee portfolios were evaluated to compare what the participants identified as their 'wish list' for a 'good teacher' with how trainees evaluated teaching skills and personal characteristics while on their certificate course (Appendix 16) and how they themselves were evaluated according to their classroom performance and assignments (Appendix 15).

Chapter 4

Findings of the Study and Discussion

4.1 The Questionnaires

Fifty four questionnaires were evaluated for this study, although many more have since been returned to me. Students, trainees and experienced teachers/administrators were evaluated separately and then together with regards to teaching skills and personal qualities that they felt were required to classify someone as a ‘good teacher’.

4.1.2 Teaching Skills

On page 4 of the questionnaire, participants were asked to highlight all of the skills that they felt were important for ‘good teachers’ to be able to demonstrate. Providing well-planned, and interesting lessons that were well managed and executed were key elements for most of the participants.

4.1.2.1 Overall Average

The highest ranking skills, on average, were planning interesting lessons, demonstrating an interest in the students and providing error correction and feedback, all with a score just below 90% (See Table 4).

Table 4 Average Percentage of 54 Participants who Think these Skills are Important

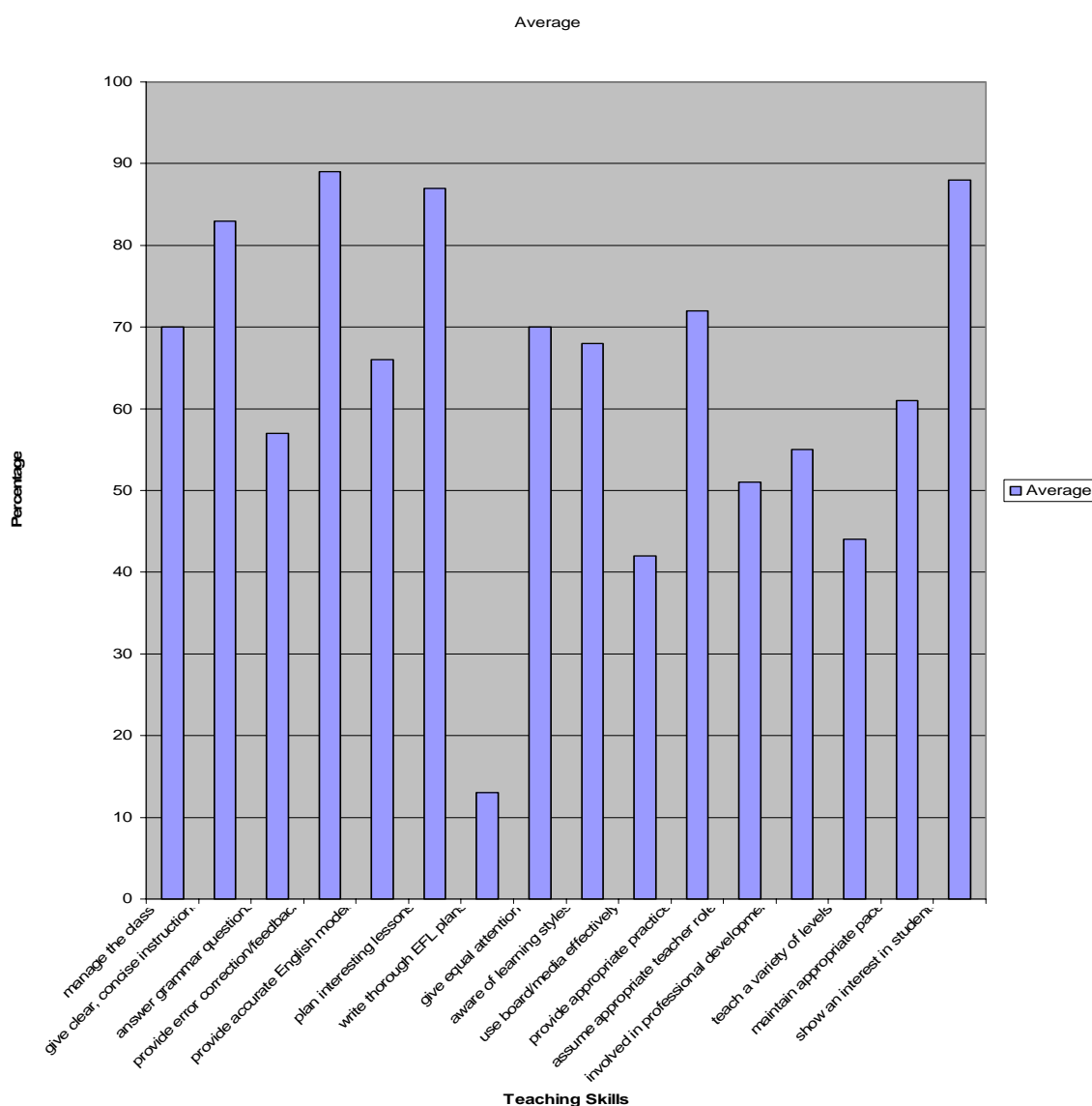
Average percentage of 54 participants who think these skills are important	
Teacher Skills	Average score
can manage the class and is able to discipline it when necessary	70%
gives clear, concise, checked instructions	83%
able to answer grammar questions with confidence	57%
able to provide appropriate error corrections and relevant feedback	89%
able to provide accurate models of English (has good grammar and pronunciation him/herself)	66%
able to plan interesting, relevant lessons	87%
able to write thorough lesson plans, using appropriate EFL terminology	13%
gives everyone in the class equal attention	70%
is aware of learning styles and incorporates it into his/her lessons	68%
can use the board effectively	42%
provides appropriate practice, including homework	72%
assumes appropriate teacher roles depending on the lesson / framework etc.	51%
is involved in professional development	55%
can teach a variety of levels and class types	44%
maintains an appropriate pace	61%
shows an interest in students' progress	88%

Providing clear and simple instructions followed close behind with an average of 83% and then there was a drop to 70% and 72% respectively for managing the class and giving students equal attention and providing appropriate practice with being aware of learning styles falling just short of 70% at 68%. Writing thorough plans using EFL terminology was the lowest score for all three groups and averaged at 13%. I believe the reason for this score was not because planning was not valued, since most people mentioned somewhere on their questionnaire that they felt good planning was important, but because of the phrases “thorough” and “using EFL terminology”. For example, Rebecca from the USA said,

I am not sure what is meant by ‘thorough’ lesson plans. As the teacher becomes more experienced, I find there is less necessity to write down every point of a lesson” and “What is appropriate EFL terminology in your opinion? Does appropriate EFL terminology mean ‘in-group technical jargon used by EFL teachers’? I disagree that a certain type of terminology is necessary for writing good lesson plans.

Many ‘good teachers’ were unaware of or did not remember terminology used for different frameworks and mentioned that they felt it was not important to know the correct terminology or to even write a complete plan as long as they were organized and knew what they were doing. Still others felt that experienced teachers no longer needed to use lesson plans as they ‘did it in their heads’. However, this mark of 13% is in sharp contrast to the 87% given for ‘planning interesting lessons’. Using the board and media effectively and being able to teach a variety of levels were the other two skills that received scores of below 50% (See Chart 2).

Chart 2 Teaching Skills – Average Scores



4.1.2.2 Comparisons

While the average score paints one picture of the value placed on the different teaching skills by the 54 participants, breaking them into their three groups: EFL students, teacher trainees and experienced teachers/administrators, provides us with a different viewpoint (See Table 5 below).

Table 5 Teachers' Skills Highlighted as Valuable according to 54 Participants

Teachers' Skills Highlighted as Valuable according to 54 Participants	Students (out of 18)		Teacher Trainees (out of 18)		Experienced Teachers (out of 18)	
can manage the class and is able to discipline it when necessary	7	38%	14	77%	17	94%
gives clear, concise, checked instructions	13	72%	16	88%	16	88%
able to answer grammar questions with confidence	13	72%	11	61%	7	38%
able to provide appropriate error corrections and relevant feedback	15	83%	15	83%	18	100%
able to provide accurate models of English (has good grammar and pronunciation him/herself)	11	61%	12	66%	13	72%
able to plan interesting, relevant lessons	15	83%	16	88%	17	94%
able to write thorough lesson plans, using appropriate EFL terminology	1	5%	4	22%	2	11%
gives everyone in the class equal attention	12	66%	14	77%	12	66%
is aware of learning styles and incorporates it into his/her lessons	6	33%	15	83%	16	88%
can use the board effectively	5	27%	9	50%	9	50%
provides appropriate practice, including homework	13	72%	12	66%	14	77%
assumes appropriate teacher roles depending on the lesson / framework etc.	7	38%	12	66%	9	50%
is involved in professional development	8	44%	10	55%	12	66%
can teach a variety of levels and class types	6	33%	10	55%	8	44%
maintains an appropriate pace	11	61%	12	66%	14	77%
shows an interest in students' progress	16	88%	14	77%	17	94%

The experienced teachers and trainees agreed on many points, especially with regards to providing clear instructions, providing accurate English models, being aware of learning styles and using materials effectively. However, language learners did not always put the same value on these skills. Although both groups highlighted 'can manage the class', over 90% of experienced teachers said it was important, whereas approximately 78% of trainees valued it. Fewer than 40% of students highlighted it as important in this section of the questionnaire. This is in part because these skills are generally 'seamless' when the teacher is guiding the class well (Watkins, 2005). Everyone felt providing error

correction was important with 83% of students and trainees saying it was important and 100% of experienced teachers and administrators valuing it. Sheila, a teacher, teacher trainer and co-owner of a private EFL school said,

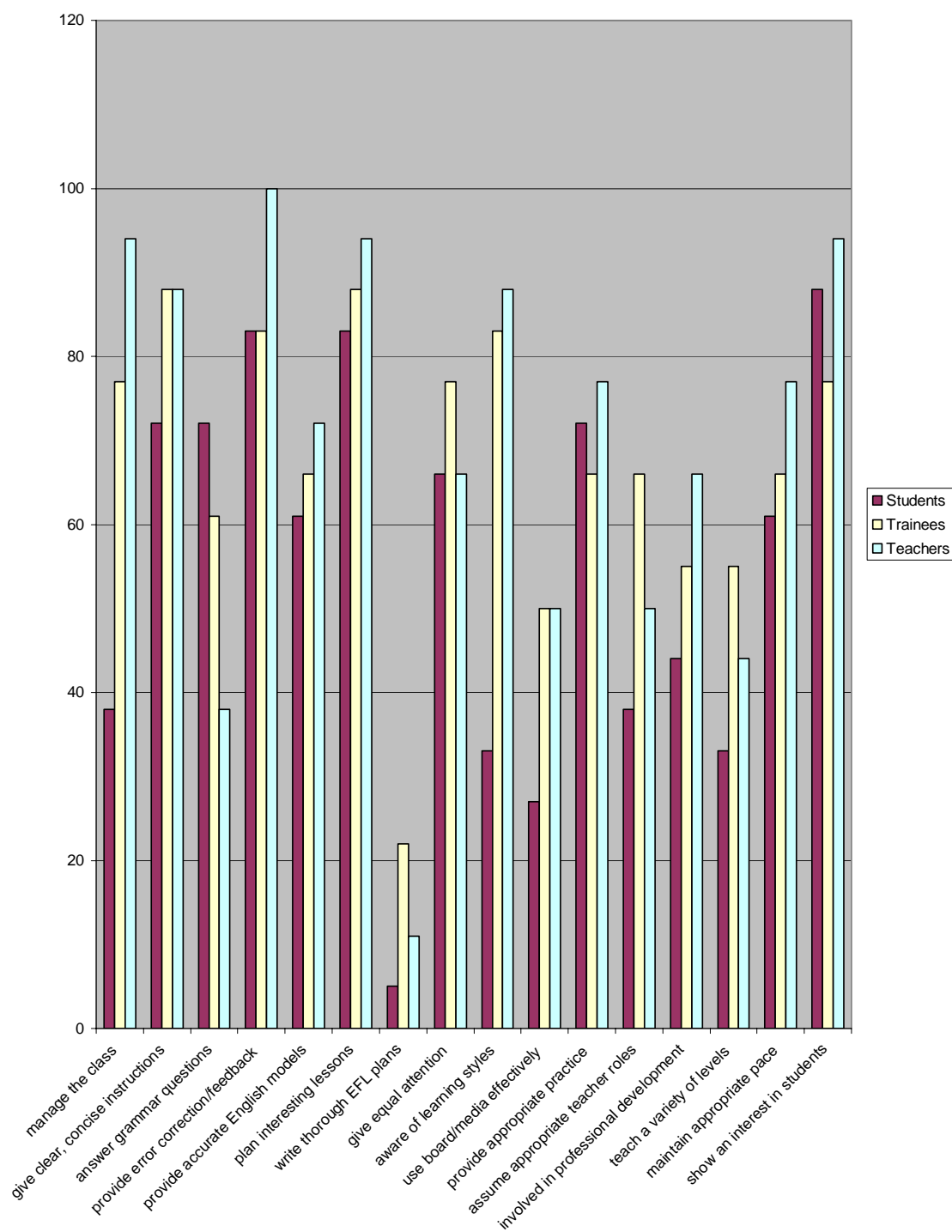
There seem to be many teachers who avoid error correction for a number of reasons. However, I think one of the biggest complaints I have heard from my students is that other teachers do not correct them enough. I think this is an important thing for new and experienced teachers to recognize and offer their students.

Most students commented on teaching skills they had previously mentioned as important to them either because they had experienced classes where these skills were not present and it had affected the class negatively or because they had experienced classes where these skills were clearly in evidence and they appreciated them. For example, students placed high value (72%) on teachers being able to answer grammar questions accurately, whereas experienced teachers marked this under 40% and trainees ranked it at 61%. This could in part be because trainees were just learning the trade and knew that there are good resource books available should they need them and because many experienced teachers who teach using CLT frameworks use different techniques which favour students ‘discovering’ the rules rather than providing them with all of the answers (Sert, 2005).

However, Ozgur from Turkey said very clearly, “I need teachers to be able to know grammar rules and uses. So in case if they are faced questions should be able to reply correct, true, and educative answer”. You Sun from Korea agreed, saying “I need to get clear explanations or answers to my questions and also get corrections when I make mistakes”. The student’s country of origin did not matter with regards to this question. Over 70% of the students polled said it was important to them to some extent that their teachers have knowledge of language rules (See Chart 3 and Appendix 9).

All three groups ranked ‘planning interesting lessons’ well above 80% and within 11% of each other and ‘showing an interest in students’ also ranked over 80% with students and experienced teachers. Trainees trailed behind with a score slightly under 80% (See Chart 3).

Chart 3 Teaching Skills Participants felt were Important Overall



Teacher trainees appeared more concerned with ensuring all students received equal attention and that teachers assume appropriate roles; however, this may be due to the fact that they had all recently been marked on monitoring and were more ‘hyper aware’ of things that more experienced teachers likely take for granted and do without prior planning, such as monitoring, ensuring all learners receive the attention they need or want and varying the roles they take on in their classes depending on the task at hand (Brown and Rodgers, 2002). A number of experienced teachers clarified that attention should be given to students ‘as needed or requested’ as opposed to needing to provide ‘equal attention’ for all (Karen and Rebecca).

4.1.3 Personal Characteristics

On page three of the questionnaires, participants were asked to highlight all of the teaching skills that they felt were important for ‘good teachers’ to have. Over 80% of the participants felt it was important for teachers to be caring, confident, creative, enthusiastic, flexible, knowledgeable about language and methods, open-minded, patient and respectful. Decisiveness, discipline, punctuality, and self-awareness all scored lower than fifty percent overall (See Table 6 on the next page).

4.1.3.1 Overall Scores

Table 6 Percentage of 54 Study Participants who felt 'These Characteristics are Important Overall

Desirable personal qualities of teachers	Average Score
aring/empathetic	83%
committed	66%
confident	80%
creative	89%
culturally aware	74%
decisive	46%
disciplined	46%
energetic	68. 5%
enthusiastic	85%
flexible	81%
fun	50%
funny/humorous	55%
knowledgeable (methods)	83%
knowledgeable (language)	87%
open-minded	88%
organized	76%
outgoing	55%
patient	85%
punctual	43%
reflective	54%
respectful	85%
self-aware	46%
well-planned	76%

Trainees and experienced teachers often put a similar amount of importance on characteristics but this was not the case with regards to confidence, decisiveness, patience, self-awareness or planning, all of which the trainees felt were more important than the experienced teachers. Conversely, experienced teachers felt being humorous and outgoing were more important than trainees did (See Table 7).

Table 7 Percentage of all 3 Groups who felt 'These Characteristics are Important Overall

Desirable personal qualities of teachers	Total number of participants (Out of 54)	Number out of 18 and percentage for students	Number out of 18 and percentage for Trainees	Number out of 18 and percentage Experienced Teachers
caring/empathetic	45 = 83%	13 = 72%	16 = 89%	16 = 89%
committed	36 = 66%	9 = 50%	14 = 78%	13 = 72%
confident	43 = 80%	15 = 83%	16 = 89%	12 = 66%
creative	48 = 89%	17 = 94%	16 = 89%	15 = 83%
culturally aware	40 = 74%	11 = 61%	14 = 78%	15 = 83%
decisive	25 = 46%	4 = 22%	11 = 61%	10 = 55%
disciplined	25 = 46%	7 = 39%	10 = 56%	8 = 44%
energetic	37 = 69%	12 = 66%	12 = 66%	13 = 72%
enthusiastic	46 = 85%	14 = 77%	17 = 94%	15 = 83%
flexible	44 = 82%	12 = 66%	17 = 94%	15 = 83%
fun	27 = 50%	6 = 33%	10 = 56%	11 = 61%
funny/humorous	33 = 63%	12 = 66%	8 = 44%	13 = 72%
knowledgeable (methods)	45 = 83%	16 = 88%	14 = 78%	15 = 77%
knowledgeable (language)	47 = 87%	16 = 88%	17 = 94%	14 = 83%
open-minded	48 = 89%	16 = 88%	17 = 94%	15 = 83%
organized	41 = 76%	13 = 72%	14 = 78%	14 = 77%
outgoing	30 = 56%	11 = 61%	8 = 44%	11 = 61%
patient	46 = 85%	16 = 89%	16 = 89%	14 = 77%
punctual	23 = 43%	5 = 27%	8 = 44%	10 = 55%
reflective	29 = 54%	6 = 33%	11 = 61%	12 = 66%
respectful	46 = 85%	14 = 77%	15 = 83%	17 = 94%
self-aware	25 = 46%	5 = 27%	11 = 61%	9 = 49%
well-planned	41 = 76%	11 = 61%	15 = 83%	15 = 77%

The latter could largely be due to the personalities of the teachers who completed the questionnaires; however, I think trainees generally put more importance on planning, being confident, enthusiastic, flexible, patient and disciplined because these are areas that they had struggled with or did not consistently pass on the course (See Appendix 15) and because they are new to the field and admire these traits in more experienced teachers (See Appendix 16). This could also be why 10% more trainees identified knowledge of language as being very important (Hare 1993, Bailey 2006). Experienced teachers put more value on being funny and outgoing than trainees, perhaps because they are already comfortable in their roles as teachers and can afford to be more relaxed (Grundy, 2001) and, since they are already familiar with teaching techniques etc., they can focus more on the students as people which may be why respect was high (94%) on their lists as well (Hare 1993, Rosenberg 2002). Student scores for these qualities were similar or identical to the experienced teachers'.

Students rated creativity and knowledge of methods higher than both of the other groups, although ‘patient’ garnered the same score (81%) as the trainees’. Language learners spend a lot of hours in the classroom learning English; therefore, it is logical that they would value interesting, motivational and creative topics and tasks over mundane activities such as gap fills or discrimination tasks. Sachar from Russia said “I liked teachers who were able to combine learning with pleasure/fun and make the sometimes somewhat boring subjects more interesting and appealing” and Bonnie from Taiwan stated, “I like lessons to be exciting and interesting. Learning should be a happy thing, but I know it is hard for teachers to make lessons interesting all the time”. In their questionnaires, some participants expanded on this area (See Appendix 19).

4.1.4 ‘Top Ten’ Ranking of Personal Characteristics of ‘Good Teachers’

Participants were also asked to select the ten qualities they felt were the most important for ‘good teachers’ to have (See Appendix 1 question 10 and Appendix 2 question 10b). The scores are quite different from their overall scores, and range from a 12% difference for ‘funny/humorous’ to a 42% difference for ‘open-minded’ and 41% for ‘decisive’ (See Table 8).

Table 8 Percentage of 54 Study Participants who Ranked these as their 'Top Ten' Characteristics

Personal Characteristics	Average Overall Score of 54 Study Participants	Average 'Top Ten' Score of 54 Study Participants
caring/empathetic	83%	62%
committed	66%	35 %
confident	80%	51%
creative	89%	75%
culturally aware	74%	45%
decisive	46%	5%
disciplined	46%	11%
energetic	69%	32%
enthusiastic	85%	60%
flexible	82%	60%
fun	50%	26%
funny / humorous	63%	51%
knowledgeable (methodology)	83%	56%
knowledgeable (language rules)	87%	71%
open-minded	89%	47%
organized	76%	52%
outgoing	56%	28%
patient	85%	66%
punctual	43%	13%
reflective	54%	15%
respectful	85%	66%
self-aware	46%	19%
well-planned	76%	62%

Participants were then asked to rank the personal characteristics using a Likert scale of 1-5 with 1 being *it would be nice but it is not essential*, 3 being *important* and 5 being *essential for all teachers!* Table 9 shows how many participants from each group identified the personal characteristic on the left in their 'top ten' ranking.

New and experienced teachers appeared to value many of the same qualities. Care and empathy, creativity, enthusiasm, flexibility, patience, knowledge of language, respect and planning were all mentioned by eleven or more people. Students ranked creativity, knowledge of methods and patience high but 61% of them, 2/5 Middle Eastern students, 5/6 Asian students, 2/4 students from the Americas and all of the European students thought that humour was also important in the EFL classroom (See Appendix 9 for details). Very few participants from any of the three groups ranked teachers being decisive, disciplined, punctual, reflective or self-aware as important, with fewer than five people mentioning them in their 'top ten' ranking (Table 9).

Table 9 Members of the 3 Groups who ranked the following as their 'Top Ten Characteristics'

Personal characteristic	Students	Teachers Trainees	Experienced Teachers
caring /empathetic	8	12	13
committed	5	7	7
confident	8	12	7
creative	14	11	15
culturally aware	7	9	9
decisive	2	0	1
disciplined	4	1	1
energetic	7	4	6
enthusiastic	8	12	12
flexible	8	11	13
fun	3	5	6
funny / humorous	11	9	7
knowledgeable (about methodology)	13	6	11
knowledgeable (about language)	13	13	12
open-minded	8	8	9
organized	9	7	12
outgoing	7	5	3
patient	12	12	11
punctual	2	4	1
reflective	2	2	4
respectful	9	12	14
self-aware	1	5	4
well-planned	7	11	15

As can be seen in the table below, the majority of personal qualities for teachers were ranked between 3 (*important*) and 5 (*essential*) on the Likert scale provided, indicating that those who selected these qualities felt that they were key elements in defining someone as a 'good teacher' (See Table 10). Again, students' desire for teachers to be cognizant of methods and language are clearly highlighted, as is experienced teachers' belief that respect, patience and planning are essential. It is also evident that all three groups think caring, patient and creative teachers are preferable over those who are not.

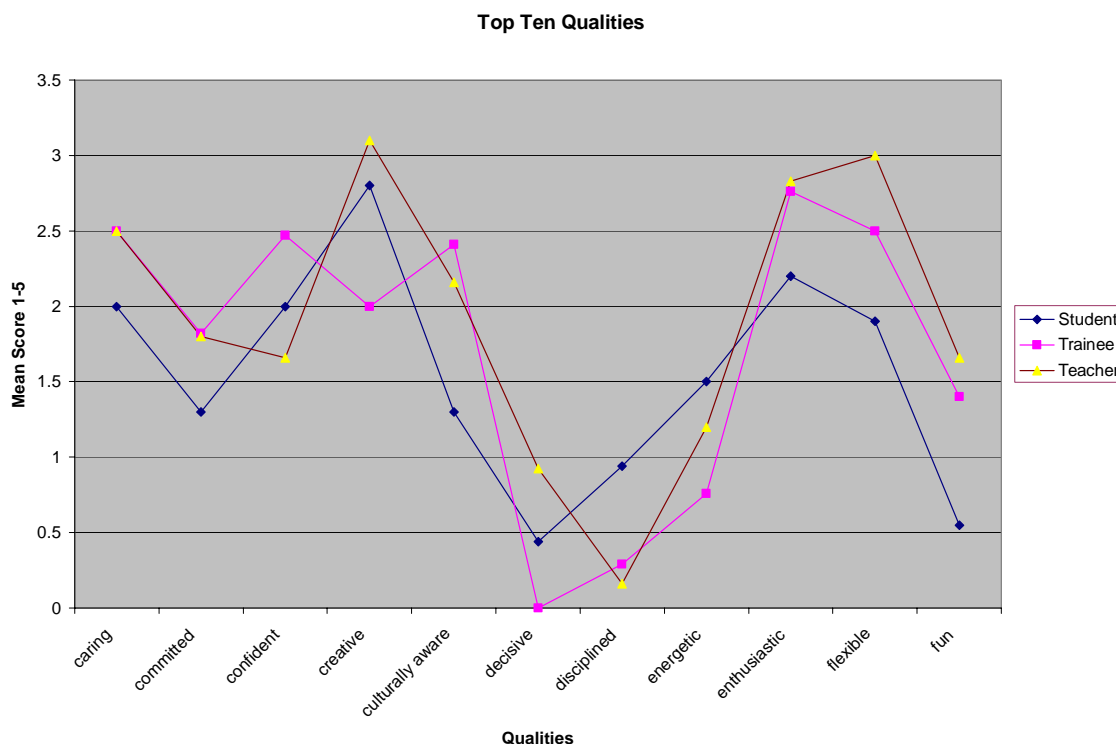
Table 10 Likert Scale of 54 Study Participants who Ranked their 'Top Ten' Characteristics

Rating according to Likert scale provided in survey: 1= <i>it would be nice but it is not essential</i> 3= <i>important</i> 5= <i>essential for all teachers!</i>	Individual scores given by 18 students	Individual scores given by 17/18 teacher trainees	Individual scores given by 18 experienced teachers and administrators
caring /empathetic	33555555	122334455555	2 333333455555
committed	1 5555	3445555	4555555
confident	34455555	133333344555	1335555
creative	1 3333334455555	112 33455555	1 33333334555555
culturally aware	1 333455	335555555	334455555
decisive	35		5
disciplined	2 555	5	3
energetic	2 344555	3334	2 33455
enthusiastic	45555555	333334445555	333444555555
flexible	33445555	1 3344455555	3333445555555
fun	334	2 3445	555555
funny / humorous	11122 333455	12 3333455	2 355555
knowledgeable (methodology)	3455555555555	333355	334445555555
knowledgeable (about language)	4555555555555	3344555555555	3444555555555
open-minded	33344555	33444555	333455555
organized	334444555	2 444555	344455555555
outgoing	3333455	1 3445	1 55
patient	4455555555555	334455555555	344555555555
punctual	34	1 345	5
reflective	45	1 5	2 555
respectful	334455555	3333334555555	3445555555555
self-aware	3	33555	1 455
well-planned	5335555	1 3445555555	33344455555555 5

In order to provide a visual picture of the data, the mean scores were calculated and charted according to the Likert scale I had created for the questionnaire (See Charts 4a and 4b). There were clear patterns regarding what the majority of participants placed importance on (See Appendices 12, 13 and 14 for further details).

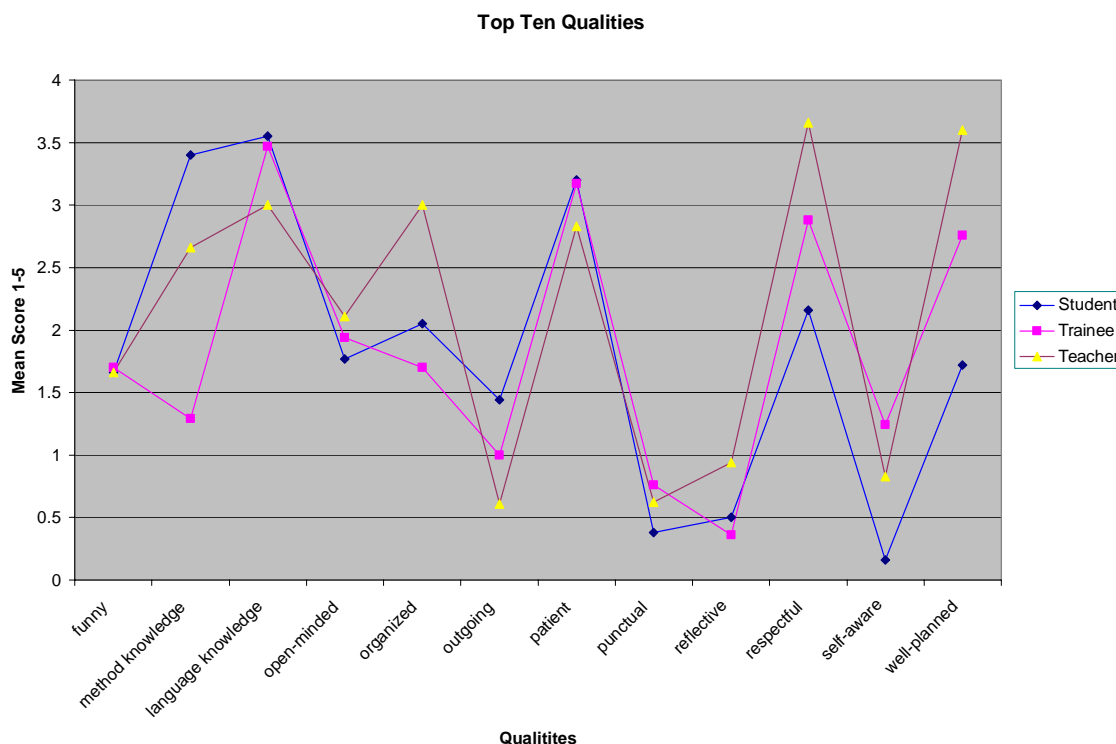
In the first chart below, it is clear that experienced teachers and students felt that creativity was important, ranking it 3 and 2.75 respectively, whereas trainees did not feel it was essential. However, both new and experienced teachers felt enthusiasm and flexibility were important, ranking them between 2.5 and 3. Trainees valued confidence more than the other two groups, rating it 2.5 on the Likert scale. They also ranked cultural awareness higher. Decisiveness and being disciplined were deemed non-essential by all, with scores between 0 and 1.

Chart 4a Likert Scoring of 1-5 of Personal Characteristics – Caring to Fun



In the second chart, the patterns are again similar in appearance; however, there are some large gaps in the scores. Students ranked ‘knowledge of methods’ at 3.5 on the Likert scale whereas experienced teachers ranked it just under 2.5 and trainees ranked knowledge of methods at 1.25 (*it would be nice but is not essential*). Learners agreed with the other two groups that ‘knowledge of language’ was important with all three groups ranking it 3 or higher on the Likert scale. Experienced teachers, including the teacher trainers and administrators in the group, felt that being respectful, organized and well-planned were assets in a teacher, scoring them 3.5, 3 and 3.5 respectively. Trainees and students did not value these qualities as essential or even important, scoring them all under 3. Punctuality and Self-reflection were ranked lowest among all three groups, between 0 and 1 (See Chart 4b).

Chart 4b Likert Scoring of 1-5 of Personal Characteristics – Funny to Well-Planned



While some of these results may be a bit surprising, for example the fact that trainees did not put much merit on respecting the students (under 3), I believe this is because they may have been more focused on learning teaching techniques. Many of them espoused that ‘respect for students’ and building common relationships was important when they wrote their assignments (See Appendices 15 and 16); however, for those students who were a ‘to-standard’ Pass overall, this was not a priority for them. For those who received a Pass A or a Pass B on the CELTA, respect for students, being organized and well planned and thoroughly researching lesson were all mentioned as important in assignments and were all key elements in their receiving those pass marks (See Table 12 to follow).

The differences among the three groups of participants became more apparent when placed beside one another in percentages (See Table 11 below).

Table 11 Percentage of 54 Study Participants who Ranked these as their 'Top Ten' Characteristics

Personal Characteristics	Percentage of Students	Percentage of Teacher Trainees	Percentage of Experienced Teachers
caring /empathetic	44%	70%	72%
committed	27%	41%	38%
confident	44%	70%	38%
creative	77%	65%	83%
culturally aware	38%	53%	44%
decisive	11%	0%	5%
disciplined	22%	5%	5%
energetic	38%	24%	33%
enthusiastic	44%	70%	66%
flexible	44%	65%	72%
fun	16%	29%	33%
funny / humorous	61%	53%	38%
knowledgeable (about methodology)	72%	35%	61%
knowledgeable (about language)	72%	76%	66%
open-minded	44%	47%	50%
organized	50%	41%	66%
outgoing	38%	29%	16%
patient	66%	70%	61%
punctual	11%	24%	5%
reflective	11%	12%	22%
respectful	50%	70%	77%
self-aware	5%	29%	22%
well-planned	38%	65%	83%

It became evident that trainees and experienced EFL professionals tended to vote in similar ways with regards to characteristics pertaining to building rapport (caring, culturally aware, enthusiastic, flexible and respectful) and students focused more on class atmosphere and how lessons were conducted. For example, a teacher's creativity was as important to them as it was to the trainees and experienced teachers but students also felt having a teacher who was funny (61%), outgoing (38%), energetic (38%) and disciplined (22%) was important, whereas the other two groups ranked them lower.

Everyone thought patience and knowledge of methods and language were important but experienced teachers and students differed when it came to whether they thought planning was important and whether the teacher was enthusiastic, flexible and, oddly enough, respectful. This could be because teachers are aware of the amount of planning that is required in order for a lesson to be effective (Nunan and Lamb 1996, Hassett 2000, Bulger, Mohr and Walls 2002). Experienced teachers and trainers also know that if you

are well planned, you can be flexible enough to alter what you do with the lesson depending on the needs of the students in class that particular day (Julian and Rebecca's questionnaires). This would not be transparent to the students or necessarily possible for the Pass trainees, although it was evident, and commented on, in stronger candidates (See Appendices 15 and 16). As for the issue of respect, 50% of the students, representing 8 different countries, rated it in their 'top ten'; however, there was no evident pattern with regards to their geographical area, age or gender. Trainees did not put as much importance on methodology as students and experienced teachers did.

Trainees also differed in a number of areas from the other two groups. 70% of trainees felt it was important for a teacher to be, or appear to be, confident whereas only 38% of experienced teachers and 43% of students felt the same way. While decisiveness was not thought to be very important to students or experienced teachers, no one in the trainee group selected it at all. Just over 50% of trainees felt teachers should be funny or humorous compared to 38% of experienced teachers and 60% of students and 38% liked teachers to be outgoing as opposed to 16% of experienced teachers. On the other hand, experienced teachers felt very strongly that teachers should be respectful of their students (76%) as opposed to 50% of students who said the same thing and over eighty percent of experienced teachers felt it was important to be well-planned while approximately sixty percent of trainees felt the same way (See Charts 5a/5b).

Chart 5a Individual Group Scores of Top Ten Personal Characteristics for 'Good Teachers'

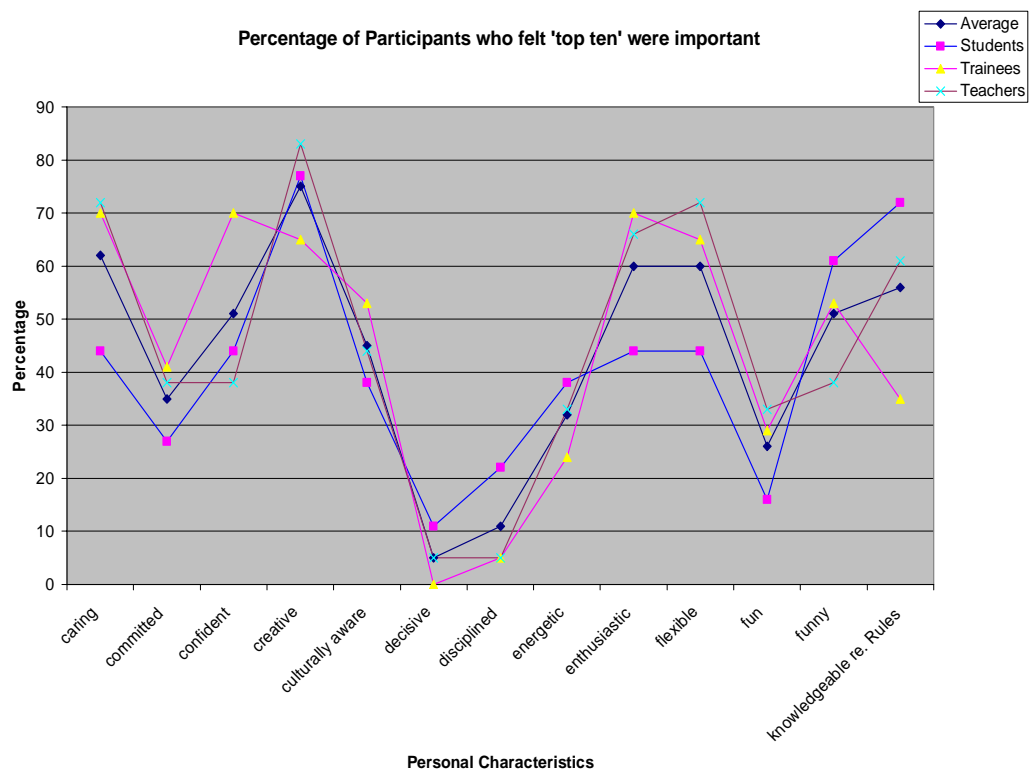
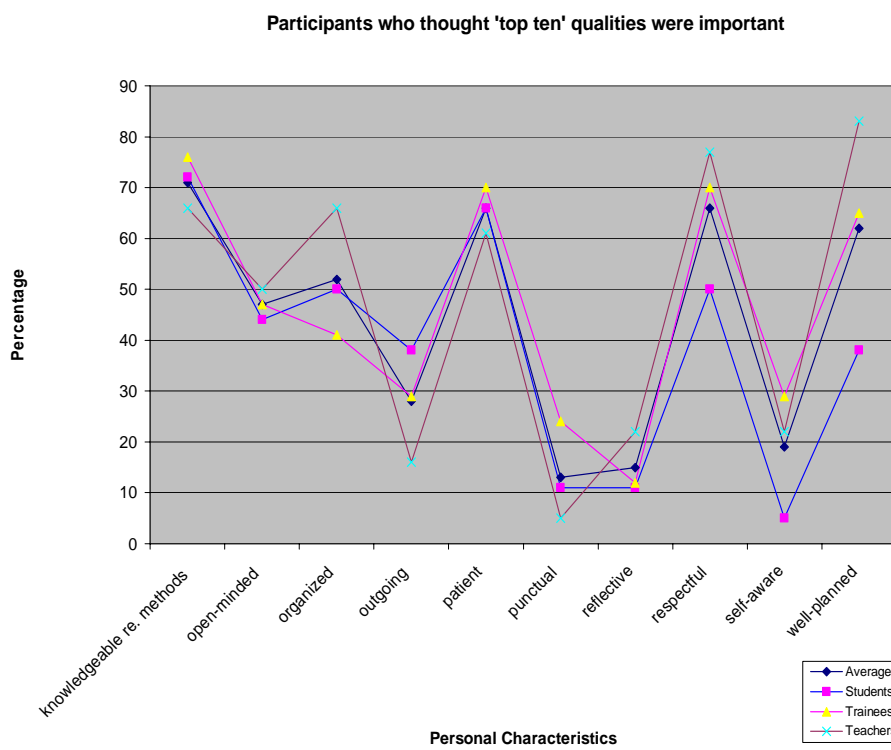


Chart 5b Individual Group Scores of Top Ten Personal Characteristics for 'Good Teachers'



Finally, from comments participants wrote in the last question on their questionnaires, it is clear that many of them felt that forging a relationship between teachers and students and having a teacher who could help motivate them and understand them as individuals was important for learning to take place. All seven students who answered this question mentioned ‘relationships’ as being important. Only four trainees commented here and one mentioned relationships and of the ten experienced teachers who made comment, fifty percent mentioned personality, rapport or motivating students as being important (See Appendix 19 for specific comments).

4.2 The Trainees’ Portfolios

4.2.1 Teaching Practicum and Tutors’ Logs

Brown and Rodgers (2002: 151) rightly state that, “teaching, like medical practice, seems to have two components – a mechanical component and a mental component”. Both of these areas will be analysed in this section of the paper. The mechanical component of each lesson relates to the skills needed in order for the content of the lesson can be presented in the most accessible way for students and the mental component refers to the teacher’s belief system about teaching and learning as well as their personality. Both components are valid and equally reliable sources of reference as they are developed over time and “relate to such dimensions of teaching, the role of the teacher, effective teaching practices, and teacher-student relations” (Pajares, 1992 quoted in Richards, 1998 in Brown and Rodgers, 2002: 152). Nunan and Lamb (1996: 43) expand on this with,

The potential success or relative failure of a lesson will often be determined by the amount of planning and preparation the teacher is able to devote to the lesson, class or unit of work, and the extent to which the preparation of lessons and units of work is tied in to the teacher’s overall pedagogical goals.

This is true of the trainees’ practicums that were granted above-standard marks (See Table 12 below for further details).

Table 12 Personal Characteristics and Skills that were Highlighted in Practicums of Pass A and Pass B Trainees

Sarah C.	Hilary	Rebecca	Lisa	Kate	Sara	Tatiana *	Trainee
Pass A	Pass A	Pass B	Pass B	Pass B	Pass B	Pass B	Overall Score
4 1 st pass	4 1 st pass	4 1 st pass	4 1 st pass	2 1 st pass 1 2 nd pass 1/2 fail	3 1 st pass 1 2 nd pass	2 1 st pass 2 2 nd pass	Assignment marks Pass 1 st , pass 2 nd , fail
x/x/8	x/1/7	x/3/5	x/4/4	x/3/5	x/5/4	x/6/3	Teaching lesson marks Fail/standard/above standard
Personal Qualities							
6√	3√	3√	2√	1√	5√	4√ 1x	Built rapport
	2√	1√	2√ 1x	2√	3√	2√	Confident
5√	3√	2√	5√	4√	3√	2√ 2x	Motivating
Teaching skills							
			1√	1√ 2x	3x		Provided accurate model
6√	1√ 2x	3√	4√		2		Good use of the board
4√	6√	4√	1√ 1x	2√	2√	3√	Created interest
5√	4√	4√	1√ 1x	4√	7√	4√ 1x	Monitored
2√ 2x	6√	3√ 2x	3√ 2x	3√ 4x	3√ 4x	3√ 2x	Good instructions
3√	4√	3√	2√ 1x	1√ 1x	2√	1√ 1x	Good pace and timing
4√	2√		1√		2√		Knowledge of language/correction
2√		2√ 1x			3x		Low teacher-talk-time
5√	1√	2√ 1x	1√	3√	1√	2√ 2x	Student-centered
5√	4√	4√ 1x	6√	1√	3√ 1x	3√	Well-planned/ prepared
3√	3√	2√	1√	1√	5√	1√	Willing to try new methods
1√	2√	3√ 3x	5√	4√	2√	5√	Well-staged
5√	3√	3√	4√	3√	2√	3√	Used visuals

Pass A and Pass B trainees were generally well-planned, well staged, student-centered, with simple instructions and appropriate frameworks used according to the demands of the lesson. These trainees managed the lesson through monitoring and the provision of feedback at appropriate stages to ensure learners knew the answers to tasks, had the opportunity to ask questions and to process the information (Patten 2003, Senior 2006).

Stronger trainees were also more knowledgeable of the language they were teaching, both in the planning stages and in the execution of the lesson and included thorough language analysis and vocabulary sheets with their lesson plans. This is an essential component of a teacher training course, as well as to the learners, since “teachers must be able to explain [it] in a clear way that students can understand” (Watkins, 2005: 17).

Above-standard trainees selected motivational materials, built rapport quickly, often showed caring or humour or both and were flexible and supportive. They also showed interest in their students by using names and planning for the different learning styles in the class including using visuals and the board to introduce and reinforce lexis (Hare

1993, Scrivener 2005, Senior 2006). Sections highlighted identify areas the tutors mentioned in their lesson write-ups and weekly logs. Those that are in bold font have a score of 4 or more either mentioned positively or negatively (See Table 12 and Appendix 15 for further details). With the exception of Tatiana, all Pass B candidates had a minimum of 4/8 above-standard teaching lessons and the two Pass A trainees received 8 and 7 respectively. Candidates who passed with an overall Pass mark had three or fewer above-standard lessons (See Table 13).

Table 13 Personal Qualities and Skills that were Highlighted in 8 or 9 Practicum Classes of To-Standard Pass Trainees

Trainee	Lilian	Mike *	Gail	icole	Ann	Emma **	Mandy *	Jane	Tony	argarita **	Ella *
Pass marks on assignments pass 1 st , pass 2 nd , fail	Different program 3/3 pass	2 1 st pass 1 2 nd pass 1 fail	4 1 st pass	4 1 st pass	3 1 st pass 1 2 nd pass	3 1 st pass 1 2 nd pass	4 1 st pass	3 1 st pass 1 2 nd pass	4 1 st pass	3 1 st pass 1 2 nd pass	3 1 st pass 1 2 nd pass
Pass marks on teaching Lesson fail/standard/ above standard	Pass	1/5/2	x/5/3	x/8/1	x/9/x	x/8/1	1/7/x	1/7/X	x/6/2	x/8/x	x/6/3
Overall score	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass	Pass

Weaker lessons (those which failed or were on the weak end of ‘to-standard’) were generally more teacher-centered, not planned thoroughly and included a high amount of non-essential teacher talk time. Weaker trainees were often not able to plan on their own, required more one-on-one tutor time than average or strong trainees both at the beginning and end of the course (Conversy, 2006) and had difficulty incorporating, and sometimes accepting feedback. Comments such as “Her plan was not detailed enough to support her”, “His level of Teacher Talk Time (TTT) was very high” and “She needs to hand over to the students more” were typically written in the tutors’ logs, and on their assessment forms regarding these lessons.

This is in keeping with what Kennedy (2003) says about ‘marginal’ teachers (Figure 7).

Figure 7 Kennedy's (2003) List of Areas that Marginal Teachers Need Assistance with, 2003: 18

- lacks a sense of how to manage and implement classroom teaching
- needs to be given advice pre-teaching
- needs help at the planning stage to set them up for success
- lacks intuition
- may not respond as well to post-lesson feedback
- needs their strengths built on
- needs to work in a collaborative environment
- needs their previous experiences drawn on

Tone of voice was another area that affected marks. It generally indicated nervousness on the part of the trainee; however, it can also be interpreted as arrogance, impatience or a lack of respect by the learners, which can be demoralizing and make it difficult for learning to take place in the classroom (Watkins, 2005).

A typical comment on lesson feedback forms for one trainee was “You need to work on how you address the learners. Watch your tone and word choices”. This feedback was essential for the trainee as she was the youngest member of her group (in her early twenties) and quite intellectual. Her tone of voice often conveyed impatience, especially with students who were struggling. However, in feedback, she always indicated that her impatience was directed at herself and not the learners and she was quite disturbed to hear that her tone might be offensive or disrespectful. She worked diligently to improve in this area, and while she never managed to stop completely, the learners noticed the difference and commented on it positively (Hare 1993, Hirschorn 2005). Those trainees who struggled with ‘tone of voice’ have a * below their names in Table 13.

According to Franson and Gu (2004: 4), “ELT in different countries has its own historical development and, therefore, manifests distinctive characteristics”. It is of interest to note that the majority of students who received comments regarding their tone were all from communities which value directness, as in the United States or from High Power Distance (HPD) communities where the teacher is the authority, as in Eastern Europe (Russia and Poland). Since all but one of the teacher training courses was in Canada and

using CLT frameworks, this may have caused some difficulties for these students since, according to Holliday (1994 in Franson and Gu, 2004: 4) “in cross cultural settings the project culture reflects the donor national culture, whereas the host culture constitutes the target professional-academic classroom and institutional cultures”.

Despite these ‘culture clashes’, the stronger Non-native English speaking teacher trainees (NNESTs) managed to process and work with the feedback regarding their tone and teacher roles. For example, although ‘tone’ comments were common for Tatiana in the first half, she managed to pass with a B, in part because she was well-planned and thorough in her execution of her lessons but also because she began to change how she saw her role in the classroom, which decreased the number of problems which arose “from a mismatch between the roles and expectations of the teacher and those of the learners” (Nunan and Lamb, 1996: 112). Another reason why she, Sara and Ella may have been better able to change their tone when addressing students, as opposed to the native English speakers who also struggled with this, was because they could better relate to how the students felt because of their own experiences as L2 English language learners (Maum 2002, Hess and Zukouski 2002). They were also self-aware, as demonstrated by their mentioning it in Assignment 4 when discussing their personal strengths.

The students who received lower overall practicum and end-of-course mark were not exclusively from one group (See Appendix 15). Some had prior teaching experience, either in an HPD teacher-directed EFL environment (e.g. Lilian, Mike, Jane), in a North American LPD non-EFL adult-learner teaching environment (e.g. Gail, Nicole, Mandy, Tony) or as tutors (e.g. Emma, Tony) while others came from an HPD community where their teachers had been more traditional (e.g. Margarita, Ella). For example, in her daily journal, Margarita wrote,

In my own country, foreign languages are taught with a large percent of TTT and individual work. To say the truth, I didn’t see a lot of sense in it (pair work) at first because it was unfamiliar. Now I can see that it is important and raises students’ confidence and encourages them to speak.

Research has shown that these different groups of trainees often struggle to change their routines or their perceptions of teaching (Sercu, del Carmen Mendez Garcia et.al., 2005) in part due to what they have experienced in classrooms as learners (Scrivener, 2005), which can also be generational (Nunan, 1999), because of the expectations of the schools, community and learners they were working with in the past (Bartlett 1996, Franson and Gu 2004), because of their own belief systems regarding learning and teaching (Kamhi-Stein 1999, Grundy 2001, Harmer 2001) or because they felt their past experiences as teachers were not valued (Hadley 2003, Franson and Gu 2004).

For example, Lilian and Margarita stated that they were forbidden to sit when they were teaching and were expected to do a lot of ‘busy’ work to demonstrate to the students that they were ‘learning’ rather than allowing them to work autonomously. This conflicted with what we had taught on their courses about designing materials to help promote student autonomy and ensure that they feel secure enough to work on their own (McDonough and Shaw, 1993) and what they themselves had experienced. This caused them both to question the practices followed at the schools they worked at (Kamhi-Stien 1999, Hadley 2003) and created some initial conflict with both their employers and colleagues, though Lilian’s students expressed their appreciation to me directly and responded well to her new approach to teaching.

Of interest, the trainees in this study who had taught EFL in Japan or Korea (Sarah, Hilary and Rebecca) did not have the same difficulties with teacher-centeredness, accepting feedback or trying new things and, in fact, welcomed it (Freeman, 1996). This seems to follow Patten’s view when he says that “good teachers are always willing to try new approaches for delivering the information” (Patten, 2003). All three came to the course competent in classroom management and asked for clarification when they did not understand something, which likely contributed to their success (Hedge 2002, Wolff 2002). It is also likely that their open-mindedness and desire to improve as teachers helped them to achieve high overall scores, since “a good teacher recognizes that there is much that he or she does not know” (Hare, 1993: 42). These trainees have kept in close contact with me since their courses to ask questions about things that have arisen in their

classes and to further reflect on things they learned during the course (Bartlett, 1996). Two are presently researching higher education options, further demonstrating their interest in professional development and reasons for their consistently high marks on the course (Harmer 2001, Ur 2005).

4.3 The Assignments

With regards to assignments, Pass A and Pass B students passed all four assignments on the first submission, as did some of their colleagues who passed with a 'to-standard' Pass score (See Appendix 15). On the CELTA, candidates are not eligible for a Pass A if they fail any assignments, although they are still potentially eligible for a Pass B if they can demonstrate that their knowledge of language and have good classroom management skills (UCLES, 2005) (See Appendix 6). Candidates who fail the language assignment or who have consistent grammatical errors in their written work are not given a mark above Pass unless they can demonstrate in later lessons that they understand and can evaluate and teach language accurately and effectively.

Assignment four is meant as a reflection tool and as another way for the tutors to gauge the trainees' grammar knowledge. Trainees are asked to evaluate what they have seen others doing, what they have done themselves and what they have learned from it and how they can continue to grow as professionals. On the courses used in this study, this assignment was written in the last week of the course after trainees had observed three or four different teachers teaching at different levels, for a maximum of 6 hours. Because it was written in the last week, they had also watched their colleagues teach for approximately 24 - 30 hours and had taught six to eight lessons themselves with one remaining.

Generally, this is a well written assignment, although weaker candidates are often required to resubmit it either because of their own written grammar or, most commonly, because they do not fulfill the rubric (See Figure 8 below).

Figure 8 Assignment 4 on CELTA at the International Language Institute, Halifax, NS

Assignment 4 - Lessons from the Classroom

Please answer all of the following five questions in approx. 1000 words in prose.

- a) What things have you noticed in your observations of experienced teachers that you would like to incorporate into your own teaching? Please *comment on specific techniques used*, where possible. Please give detail as to why these techniques are important.
- b) Which specific classroom strengths have been demonstrated by your peers? Please comment on these strengths, *indicating how they were successful and why they are important*.
- c) What do you feel are (or will be) the strengths of your teaching? Give *clear specific examples* from your teaching to show why you feel you have (or will have) these strengths.
- d) What do you feel are your weaknesses at the moment and how do you think they can be overcome? Again, *give clear, specific examples from your teaching* to show why you feel these are weaknesses.
- e) How do you think you might further develop your ELT knowledge and skills in the future? Please, *give clear, specific examples*

(Note: For the purpose of this study, only questions a) to d) were evaluated since they relate to the question 'What makes a good teacher?').

Since trainees are asked about techniques they have observed, they generally write about teaching skills and things that teachers 'do' in the classroom. However, personal qualities also received accolades. In fact, the highest score of all the skills and qualities mentioned was "able to build rapport easily" with a score of 14/17, or 82% (See Figure 9 for details).

Trainees, even those from HPD cultures, wrote that being able to build rapport through personal sharing and providing a safe and comfortable environment were very important in an EFL classroom (Scrivener, 2005). Some of the ways trainees mentioned that these were accomplished were using the students' names, sharing personal stories, encouraging students to speak, ensuring everyone is welcomed when they enter the classroom,

demonstrating interest in things students say and personalizing the tasks for the students to do (See Figure 9 and Appendix 16).

Figure 9 Personal Qualities Mentioned in 17/18 Trainee Assignments

14	Able to build rapport easily
11	Personable
9	Provide a supportive learning environment
7	Confident (<i>6 others said this was a problem area for them</i>)
6	Motivating
5	Positive
4	Friendly
3	Competent

Fifty three percent of the trainees also mentioned that creating a positive, supportive environment was important and that experienced teachers and their peers created this by smiling, laughing with the students, using humour, being attentive and being cognizant of the various learning needs of the students (Rosenburg, 2002). Woodward (2004: 7) notes that this is a key element to ensuring learners are motivated and learning, since “participants with different learning styles are better served on a course or at a session which has an inbuilt variety of process types or that offers a menu of process choices”. Providing equal/fair monitoring and ensuring everyone was included in feedback in some ways, as well as ‘listening to learners’ and being attentive to the mood of the learners were also included as being important (Bress, 2004).

Appearing confident and competent was highly ranked, with 41% admiring it in others and 34% saying they wish they themselves were more confident, for a total of 75%. As Hilary stated after watching one of her tutors teach, “Students put their confidence in her because she knew her subject matter well and she kept the activities in her lesson focused on the aim of the lesson”. Bress (2004: 30) is very clear on this point when he says “confidence counts. Confident speakers are perceived as being good at the language they’re speaking”. Being a motivating presence in the classroom by using creative tasks, being aware of the learners’ needs and creating a variety of tasks for the different learner

styles were also commented on as well as having a ‘can do’ attitude (Carrier 2006, Senior 2006).

Trainees also commented on teachers’ skill sets in the classroom (Figure 10).

Figure 10 Teaching Skills Mentioned in 17/18 Assignments

11	Knows and applies appropriate methods
8	Provides logical staging
8	Provides simple, clear instructions
8	Ensures a variety of tasks for different learning styles
7	Plans thoroughly
7	Uses visuals
7	Has low Teacher Talk Time
6	Is learner-centred
4	Has good time management
4	Has a good pace and allows students to process information
3	Uses accurate grammar

Knowing and being able to use appropriate methods was the highest ranking skill with 11/17, or 65% of trainees mentioning it in their assignments. This may be because trainees were introduced to a variety of lesson frameworks in their input sessions, for example Task Based Learning, Test-Teach-Test and Guided Discovery, and were then conscious of them being used. It is also likely that they could gauge the effectiveness of the lesson and whether the teacher was able to competently manage the class and introduce language with clear and simple instructions, which were also mentioned on their own in 47% of the assignments. Tatiana wrote, “Classroom management is number one in teaching. Everything starts from there”. Nunan and Lamb (1996) mention the same thing stating that not only is it an essential skill for all teacher to acquire but that “learner achievement is highly correlated with effective classroom management” (Nunan and Lamb, 1996: 117).

Providing logical staging and giving clear instructions were deemed important with 47% identifying them as valuable things they had noticed experienced teachers doing or

commenting that it was an area of personal weakness. Since without clear instructions, most tasks cannot be realized successfully (Blum 1996, Nunan 2000, Patten 2003), trainees who consistently provided clear, simple, staged instructions generally received Pass A or Pass B marks. Many of their ‘to-standard’ colleagues received comments regarding poor instructions to tasks (See Appendix 15).

Planning, keeping teacher talk time low and providing visuals for learners each ranked 41%. All three are key elements in ensuring a class runs smoothly and that learners are doing the majority of the talking and work in a communicative classroom. They also ensure “the potential success or relative failure of a lesson” which is often “determined by the amount of planning and preparation the teacher is able to devote to the lesson” (Nunan and Lamb, 1996: 43). Solid planning and understanding how to ‘move off the plan’, or be flexible, when necessary were also demonstrated by Pass A and Pass B candidates with only one trainee receiving a low mention of 1/8 in this area and two receiving any negative comments about their plans (See Table 12). To-standard candidates had three or fewer positive mentions and many had negative comments. Only one person among the to-standard passes, Ella, had more than 4 positive comments with regards to her planning (See Appendix 15). Unfortunately, her classroom management including providing clear instructions so learners could do the tasks often let her down and she was often unable to meet all of her aims keeping her in the ‘to-standard’ range.

Learner-centeredness was mentioned by 35% of the trainees as something to strive for or something they saw as being important but that they struggled with. As Rose Senior (2006: 71) states, “class-centred language teaching is a useful term to describe how successful teachers behave in their classrooms”. Those who had a high level of teacher talk time generally had two to five lessons where the tutors commented on their level of involvement or interference and was connected to slow pacing and not finishing tasks or getting to fluency based tasks for authentic practice (See Appendix 15 for further details). The trainees who were learner-centred also took more time with their plans, introduced lexis and language with visuals rather than lecturing students and created interest efficiently. Many trainees had also stated that including visuals, creating good plans,

incorporating variety and being respectful of learners' needs and desires were important elements of being a 'good teacher'. This personifies what Williams and Burden said (1997: 63 in Brown and Rodgers, 2002:118) when they stated that it was "crucial [for new teachers] to understand what their own beliefs are about themselves, about learning and its educational relevance and about learners".

Chapter 5 Conclusion

5.1 Summary of Main Findings

This study sought to determine how to define a ‘good teacher’ in a communicative, learner-centered EFL classroom. The main results revealed that students, whether they be strictly language learners or teachers who have also had the experience of learning another language, prefer teachers who care enough about them to build rapport and plan interesting lessons and then execute them with knowledge both of the language and topic they are teaching and of the appropriate methods to teach them effectively.

Specifically, learners want their teachers to be caring, creative, enthusiastic, patient respectful and well-planned. The skills they desire most in their teachers are those which relate to knowledge of methods relating to classroom management and knowledge of language. Providing clear instructions, appropriate error correction and feedback and activating the learning styles of the various learners in the classroom were all deemed essential by the majority of the respondents of this study.

5.2 Implications of the Study

5.2.1 Theoretical Implications

Several theoretical implications can be identified based on the findings of the current study. first, this study could help employers and trainers assess the skills and personal

qualities that teachers and trainees feel they lack or do not feel are important as a way of directing in-house workshops, providing feedback after observations and when creating feedback forms for the learners to complete. By periodically providing staff, trainees and learners with questionnaires such as these, Directors of Studies and teacher trainers could then make decisions regarding the best texts to use and methodology to exploit based on the needs and desires of the people directly affected by them.

Second, this study clearly provides further support for past studies (See Chapter 2) by demonstrating that despite the fact that new methods and approaches have been introduced into the EFL field over the past few decades, like Communicative Language Teaching (CLT) and Task Based Learning (TBL), students generally need and want the same things they always have, namely; caring teachers who plan for the success and learning needs of their students.

Third, this study has shown that learners and curriculum designers of respected training courses such as the CELTA value the same teaching skills in teachers, namely; learning to build rapport with learners by being creative, patient, supportive and thorough and proving this through planning and demonstrating knowledge of language and methodology by utilizing practical classroom skills such as monitoring, providing clear instructions and feedback in the form of error correction and wrap-up. This should reassure candidates who want to ensure that the courses they take do indeed provide them with the skills they require in the field.

Finally, this study has further demonstrated that learners will remain interested, and potentially motivated to learn if good rapport is established with their instructors. It is also true that in this age of interactive entertainment and communication such as X-Box®, Playstation® and MSN®, teacher-fronted classes where the instructors are considered 'all-knowing' are not as desirable, even with learners from High Power distance (HPD) cultures which value these styles, as learner-centered classes which allow students to interact with their teachers and each other, to personalize their learning and to take ownership of their own learning experience.

5.2.2 Pedagogical Implications

Studies such as this also have pedagogical implications. Clearly, not all students learn the same way, and since a high percentage of respondents in this study commented on their appreciation for teachers who plan or conduct lessons based on individuals within the class, student texts and syllabi, and individual lessons, should be designed accordingly. For example, task-based lessons could be designed or adapted from current course books such as Cunningham and Moor's (2003) Cutting Edge texts and then assigned to individuals or groups according to learner needs and interests.

This study also proves the worthiness of supplying students with 'needs assessments' and of group building tasks at the beginning of courses where students and teacher are given the opportunity to better understand one another and to build rapport. For example, I usually provide my students with learning style questionnaires and tasks to ensure I am aware of their personal learning preferences as well as their needs. This also provides the learners with some insights into my tendencies when selecting and designing tasks.

While not a main focus of this dissertation, this study should also reassure newer teachers and non-native English speaking teachers that despite their trepidation regarding grammar and concern that they may not be providing an 'accurate model' for students to follow (Kamhi-Stein 1999, Suarez 2000, Maum 2002), this is not what the majority of learners are focused on in their desire for 'good' teachers.

5.3 Limitations of the Study

5.3.1 Assessment Forms and Consistency

First, although the same two tutors team-taught all of the courses using identical assessment forms, my colleague and I completed the forms in slightly different ways. While I wrote point form notes in both sections at the bottom of the form and focused on the positive points in the 'overall' section and 'areas to focus on' in the second, my colleague used prose and gave a summary of positive and negative points in the lesson in the 'overall' box. Since different classroom management issues are the focus of different weeks during the course, some areas were not mentioned in the notes as often as others

because the point in question would already have been checked off as having been done. This may have affected some of the data regarding the trainees' practicums (See Section 6.2.1).

We also used different terminology to represent the variety of ways frameworks and language are referred to in textbooks. These points made collating the data from the lesson appraisals a long, arduous and possibly inaccurate process. The same can be said for the evaluation of the trainees' observation assignments. Trainees focused on different traits and skills based on what they had observed of their colleagues, the classes they had observed of experienced teachers and, generally, on the areas they personally felt they needed to improve on. Most trainees commented on the strengths (in sections (a) and (b) of Assignment 4, see Appendix 7) that they felt they personally lacked (section (d) of the same assignment).

5.3.2 Questionnaires

During the analysis phase, I realized that there were several inconsistencies with the design of the questionnaire. No area specifically asked about rapport building, motivation or even what respondents felt the role of a teacher might be. While demonstrating a caring and empathetic nature, having an awareness of cultural issues and being respectful all infer that teachers are likely able to build rapport with their students, it should not be assumed. While these personality traits were mentioned by individual participants in the open-ended questions and by the trainees in their assignments, the questionnaire should have asked directly about those areas.

5.3.3 Participants

A few experienced teachers who were not CELTA trained or who had done their training quite awhile in the past were not as comfortable with some of the specific terminology I used (e.g. *checked* instructions) and some felt a few of the points needed to be expanded upon. For example, approximately 50% pointed out that not only was it important for

teachers to know how to use a board effectively but that it was also important for them to be able to use technology such as ‘smart boards’ and power point. Others felt confused by what I meant when I said ‘gives equal attention to all students’ and felt I should have said ‘gives students the attention they need’ and so, they did not highlight this as an important element of teaching despite articulating that it was important in other parts of the questionnaire, thus rendering some of the data inaccurate.

Another potential bias of the study is that just under 50% of the participants were North American, mostly trainees and experienced teachers; therefore this study may not reflect a more general, worldwide opinion regarding EFL teachers.

5.4 Recommendations for Further Studies

It would be useful, now that Communicative Language Teaching frameworks have been in practice in many countries for over thirty years, to do a comparative study of learners who come from HPD communities who have been taught in a very top-down, teacher-centered class. They could be asked to complete a questionnaire at the beginning and end of their language study to see if their views change regarding their teachers and the methods they employ. Using questions which highlight specific methods and their teachers’ roles might also be useful to ascertain whether their views change as they become accustomed to a new learning culture or whether personal preferences dictate, regardless of cultural and language background and experience, what particular students desire in a teacher.

It would also be of interest and value to evaluate trainees’ beliefs about teaching prior to taking a certificate course, directly after the course and then after one year of teaching to evaluate if there were any changes in their opinions. Of special interest, since this is a growing demography worldwide, would be to track teachers who have taught in and retired from the regular school system who reenter the field of education as EFL teachers. Many teacher trainees from this background tell me they wish this specific training had been available to them in their Bachelor of Education programs. Clearly, having classroom management skills and knowing how to plan for success are essential for any

‘good teacher’; therefore, a study comparing regular teacher education with EFL training, including the teaching practicums and types of feedback they receive, would be another beneficial project.

It might also be of interest and use, given that many countries now have professional standards for the certification of EFL teachers (See www.teslcanada.ca under ‘Professional Standards’ for an example), to evaluate the differences among the most prevalent teacher training certificates available, for example CELTA, Trinity or ACE. The focus could be on expectations of the trainees with regards to how they are graded, percentage of trainees who are hired within twelve months of completing the course or even to evaluate how language students rate these teachers on exit or monthly surveys once trainees have started teaching.

And finally, extending the study or focusing on ‘exceptional teachers’ and using a different format to gather the materials could also prove beneficial as asking people to write about their most memorable teacher and comparing the results would be very telling. While collating the data would be time consuming and more complex, not providing respondents with ideas might garner a more authentic response.

5.5 Conclusion

Many of the characteristics Weinstein (1985) identified in Figure 5 as being important also proved to be true in the study I have conducted. Participants felt that teachers should be caring, respectful, flexible, patient and well-planned and should have a good grasp of language and the methodologies needed to introduce the lessons in a variety of ways to ensure all learners were able to grasp the information (See Appendix 18). Students and experienced teachers appeared to value humour and outgoingness more than trainees; however, some trainees did mention that it made studying more enjoyable for them as well. While my study did not evaluate the IQ of teachers in any way, it did demonstrate that those trainees who passed with an A or B had many of the personal characteristics

identified, both in this study and in prior studies, as being desirable for all teachers, ‘good’ or otherwise.

With regards to skills, Pass A and Pass B CELTA trainees did have the classroom management skills and the desire to improve and ‘grow’ as a teacher that was recommended by the participants in this, and other, studies. Classroom management was a key element to ensuring the lessons ‘ran smoothly’ and included providing learners with simple, clear instructions, using visuals to enhance understanding, providing error correction and feedback as required and monitoring the lesson so that the pacing and staging were appropriate and that aims were met. Learner-centeredness was also important and manifested itself as high student-talk-time, being supported rather than lead and allowing for individuality in the classroom, something participants also felt were important. Of interest to note, on CELTA courses in this study as well as on others I have taught, trainees who failed or who withdrew early in the courses were unable to manage the class, plan adequately or focus on the learner. They also, generally, had a poor grasp of grammar.

And finally, my own opinion of what makes someone a ‘good teacher’ has been validated by this study. The role models I have tried to emulate were teachers who were genuine, creative, caring and supportive, planned for success by providing variety for all learning styles, validated their learners’ prior knowledge and built on their skills and strategies and managed the class well by providing simple instructions, error correction, monitoring, feedback and lots of opportunity for self discovery. Not always an easy task but well worth the effort.

Appendix 1 Students' Questionnaire

*Thank you for agreeing to complete this questionnaire regarding EFL teaching. As mentioned in my email, the data collected will be used for the purposes of my dissertation, roughly titled “**How do we define a good (EFL) teacher?**” There is space at the bottom of the form where you will be asked to give permission for your data and first name to be used. If you do not want your name used, please write “no” in this gap and I will not use your name. Otherwise, please write your name in full in lieu of a signature. In either case, please **do** put your name at the top of the form so I can match it with others from your language learning year. Again, many thanks! **Sandee***

1. Your name: _____
2. Your country of origin?

3. What is your first language?

- 3b. Do you speak any other languages besides your first language and English? _____

4. How would you rate your level of English? (Please **highlight** and provide a language assessment score as well if possible {e.g. IELTS 7})

 Low-Intermediate
 Intermediate
 Upper Intermediate
 Advanced
 Proficient
 Near-Native speaker
 Native Speaker Equivalent
5. What year were you a student at ILI? (please **highlight in bold** from the selection below)..please write in the number of months you studied as well:
 (e.g. **2001** – **5 months**)

2006	1998
2005	1997
2004	1996
2003	1995
2002	1994
2001	1993
2000	
1999	

6. Did you have any English language training experience before coming to ILI?
(Please be specific)

7. Have you had any English language training since? (Please be specific)

8. Please complete the following statements regarding teachers and teaching:

When I am learning a language

- a. I like teachers who:

- b. I need teachers to:

- c. I don't like teachers who,

- d. I like lessons to be,

- e. I need to

_____ when I learn something new.

9. Which of the following characteristic do you think is necessary in order for someone to be considered a 'good' teacher? (**please highlight them in bold; choose as many as you believe are necessary**)

caring /empathetic
 committed
 confident
 creative
 culturally aware
 decisive
 disciplined
 energetic
 enthusiastic
 flexible / open-minded
 fun
 funny / humourous
 knowledgeable (about methodology)
 knowledgeable (about language rules and uses)
 organized
 outgoing
 patient
 prompt
 reflective
 respectful
 self-aware
 well-planned
 other...

10. If you had to choose the top ten characteristic, which would they be? Please write them in the spaces below and give them a scale of 1-5....**1** being *it would be nice but it is not essential*, **3** being *important* and **5** being *essential for all teachers*!

e.g. **patient 5**

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

11. Which 'teacher skills' do you think are necessary for a 'good' teacher to have?
(please highlight your answers in bold)

- can manage the class and is able to discipline us when necessary
- gives clear, short, easy-to-follow instructions
- able to answer my grammar questions with confidence
- able to provide error corrections when I make mistakes
- able to provide accurate models of English (has good grammar and pronunciation him/herself)
- plans interesting, relevant lessons that keep my interest
- gives everyone in the class equal attention
- is aware of learning styles and incorporates it into his/her lessons
- writes clearly on the board
- provides appropriate practice, including homework
- assumes appropriate teacher roles depending on the lesson type
- is up-to-date on the latest methods of teaching
- can teach a variety of levels and class types
- doesn't go too fast or too slow
- shows an interest in my progress
- can answer my questions when I have them

12. Anything else you think I should know or include? _____

I hereby give Sandee permission to use my data and first name should she deem it necessary for her purposes:

Thank you very much!!!

Warm regards,

Sandee Thompson

Appendix 2 Teacher Trainee and Experienced Teacher Questionnaire

*Thank you for agreeing to complete this questionnaire regarding EFL teaching. As mentioned in my email, the data collected will be used for the purposes of my dissertation, roughly titled “**How do we define a good (EFL) teacher?**” There is space at the bottom of the form where you will be asked to give permission for your data and first name to be used. If you do not want your name used, please write “no” in this gap and I will not use your name. Otherwise, please write your name in full in lieu of a signature. In either case, please **do** put your name at the top of the form so, if you are a recent graduate, I can match your data with your CELTA group etc. Again, many thanks! Sandee*

1. Your name: _____
2. Your country of origin?

- 3 What is your first language?

4. How would you rate your level of English? (Please **highlight** and provide a language assessment score as well if possible {e.g. IELTS 7})

 Upper Intermediate
 Advanced
 Proficient
 Near-Native speaker
 Native Speaker Equivalent
 Native Speaker
5. Your CELTA group: (please **highlight in bold** from the selection below)

October 05	07/05	November 05	07/05	January 05	01/06
April 06	02/06	May 06	03/06	July 06	04/06
September 06	05/06	Other	_____		
6. Did you have any previous EFL teaching experience prior to the CELTA course? (Please be specific)

7. Did you have any other teaching experience prior to the course? (Please be specific)

8. Do you feel your teaching experience helped or hindered you during the CELTA? **(please highlight in bold)**

helped

hindered

neither

- 8b. Please state why:

9. Please complete the following statements regarding teachers and teaching:

When I am learning a language or am learning a new skill,

- a. I like teachers who:

- b. I need teachers to:

- c. I don't like teachers who,

- d. I like lessons to be,

- e. I need to

when I learn something new.

10. Which of the following characteristic do you think is necessary in order for someone to be considered a 'good' teacher? (**please highlight them in bold; choose as many as you believe are necessary**)

caring /empathetic
 committed
 confident
 creative
 culturally aware
 decisive
 disciplined
 energetic
 enthusiastic
 flexible / open-minded
 fun
 funny / humourous
 knowledgeable re. methodology
 knowledgeable re. language rules and uses etc.
 organized
 outgoing
 patient
 prompt
 reflective
 respectful
 self-aware
 well-planned
 other...

10b. If you had to choose the top ten characteristic, which would they be? Please write them in the spaces below and give them a scale of 1-5....**1** being *it would be nice but it is not essential*, **3** being *important* and **5** being *essential for all teachers*!

e.g. **patient 5**

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

11. Which 'teacher skills' do you think are necessary for a 'good' teacher to have?
(please highlight your answers in bold)

- can manage the class and is able to discipline it when necessary
- gives clear, concise, checked instructions
- able to answer grammar questions with confidence
- able to provide appropriate error corrections and relevant feedback
- able to provide accurate models of English (has good grammar and pronunciation him/herself)
- able to plan interesting, relevant lessons
- able to write thorough lesson plans, using appropriate EFL terminology
- gives everyone in the class equal attention
- is aware of learning styles and incorporates it into his/her lessons
- can use the board effectively
- provides appropriate practice, including homework
- assumes appropriate teacher roles depending on the lesson / framework etc.
- is involved in professional development
- can teach a variety of levels and class types
- maintains an appropriate pace
- shows an interest in students' progress

12. Anything else you think I should know or include? _____

I hereby give Sandee permission to use my data and first name should she deem it necessary for her purposes:

Thank you very much!!!

Warm regards,

Sandee Thompson

Appendix 4 Teacher Trainees' Personal Data

[illegible]

ie USA		istern Europe			irope			
in	nma	itiana	rgarita	la	ira	iny	andy	ne
USA	USA	Russia	Russia	Poland	Switzerland	Italy	Britain	Britain
July 06	May 06	July 06	Nov. 05	Sept. 06	Sept. 06	Oct. 05	Apr. 06	Nov. 05
50+	20-24	35-39	25-29	25-30	25-29	35-39	50+	30-35
Eng.	Eng.	Russian	Russian	Polish	Swiss German	Eng.	Eng.	Eng.
French Spanish	Arabic French Turkish	Spanish		German French	French Spanish	Italian		
Native Speaker	Native Speaker	Proficient	Proficient	Proficient	Proficient	Native Speaker	Native Speaker	Native Speaker
B.A. Poli/ Science	B.A History	M.A. TEFL in progress	B.A. Russian	M.A. Engl. Pedagogy	2yrs. Apprentice		B.A. Voc. Ed.	M.A. fine Arts
1 mo. CELTA	1 mo. CELTA	1 mo. CELTA	mo. CELTA		1 mo. CELTA	1 mo. CELTA	1 mo. CELTA	1 mo. CELTA
Pass	Pass	Pass B	Pass	Pass	Pass B	Pass	Pass	Pass
2 mo. EFL in China	6 mo. Literacy Volunteer in USA	8 yrs elem. school in Russia + 1 yr T.A. in Florida				4 yrs EFL volunteer and TOEFL tutor	Bus. Ed. in Canada	EFL in Nepal
2 mo Tutoring in USA	4 mo EFL in Taiwan	3 mo. in Florida	2 mo. in Russia			13 mo. in Italy	8 months Canada	12 mo in Nepal
yes	yes	yes	es	yes	yes	yes	yes	yes

Appendix 5 Experienced Teacher's Personal Data

	Experienced teachers who are presently working at the International Language Institute, Halifax, NS, Canada			Experienced teachers who have worked at the International Language Institute, Halifax, NS, Canada in the past						
Name	ilian	ohn	irah S.	elanie	aren	aroline	on	onna-Lynn	ilie	Rchard
County of Origin	ritain	anada	anada	anada	anada	anada	ritain	anada	anada	ritain
TEFL course	TEFLA 196 TEFLA 198	ELTA 198 ELTA 102	A TESL 103 ELTA 103	ELTA 101	ELTA 198	ELTA 104 A TEFL 104	TEFLA 180 TEFLA 184	A 2 nd lang. Ed 190	A 2 nd lang. 197 ELTA 101	ELTA 101
teacher experience, relevant training	ELTA tutor + assessor conference presenter	apt. lead + teacher trainer	conference presenter		children program trainer	conference presenter	ELTA tutor + assessor	school Owner	apt. Head trainer	conference presenter
other relevant experience	curriculum writer+ LTS examiner	LTS examiner		LTS examiner			LTS examiner		LTS examiner	LTS examiner
years in the field	1)	1)					1)	1)		
age range	1-34	1-34	1-24	1-39	1-39	1-34	1+	1-39	1-34	1-39
permission given to use name	's	's	's	's	's	's	's	's	's	's

Experienced teachers presently working the EFL field; not at the International Language Institute,							
Carol	Heila	Becca	Scott	Andy	Annifer	Ann	Aaron
anada	ritain/ anada	SA	ew aland	anada	anada	anada	nzania/ anada
TEFLA 195 ED dult Edu. 103	inity ertificate 192	A Edu / ych 173 1D lu ych	TEFLA 175 TEFLA 180 A TEFL 190	A 187 EFL rtif. 191	Ed 175 .Ed 197	A. pplied ng. 179 A .T 186	A TEFL 100
conference presenter	teacher trainer + school owner	of. of linguistics.	ELTA + ELTA tutor + assessor	EFL trainer	EFL trainer	conference presenter	conference presenter
		author	author + ELTA int Chief assessor	LTS examiner			
1	1	1		1	1	1	1
1-34	1-44	1+	1+	1-49	1+	1-44	1-49
's	's	's	's	's	's	's	o: eudonym quested nd given)

Appendix 6 CELTA Grades

CELTA Grades

A **Pass** is awarded candidates whose performance overall in the teaching practice and in the written assignments meets the specified criteria.

They will continue to need guidance to help them to develop and broaden their range of skills as teachers in post.

A **Pass (Grade B)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of achievement significantly higher than that required to meet pass-level criteria in relation to:

- demonstration of the criteria for teaching and professionalism (criteria 1a-3c and 5a-5n)

They will continue to need some guidance to help them develop and broaden their range of skills as teachers in the post.

A **Pass (Grade A)** is awarded to candidates whose performance in the written assignments meets the specified criteria and who have demonstrated in their teaching practice a level of ability and achievement and a level of awareness significantly higher than that required to meet pass-level criteria in relation to:

- planning for effective teaching
- demonstration of the criteria from further guidance in post but will be able to work independently

Candidates who fail to meet criteria in either of the assessed components will receive a fail

UCLES, (2005:19)

Appendix 7 Assignment 4 – Lessons from the Classroom

The Assignments (18/18 evaluated- this data is based on comments written by participants with regards to the strengths they took note of when observing experienced teachers, their peers and when evaluating their own strengths and weaknesses as teachers)

Assignment 4 - Lessons from the Classroom

*Please answer all of the following four questions in **approx.** 750words*

- a) What things have you noticed in your observations of experienced teachers that you would like to incorporate into your own teaching? Please *comment on specific techniques used*, where possible. Please give detail as to why these techniques are important.
- b) Which specific classroom strengths have been demonstrated by your peers? Please comment on these strengths, *indicating how they were successful and why they are important*.
- c) What do you feel are (or will be) the strengths of your teaching? Give *clear specific examples* from your teaching to show why you feel you have (or will have) these strengths.
- f) What do you feel are your weaknesses at the moment and how do you think they can be overcome? Again, *give clear, specific examples from your teaching* to show why you feel these are weaknesses.
- g) How do you think you might further develop your ELT knowledge and skills in the future? Please, *give clear, specific examples*

Appendix 8 Lesson Appraisal Sheet

Assessment Criteria

Name:	Date:	Week: 1 2 3 4	Day: 1 2 3 4 5	TP#:
Level:	Time:	Lesson Type:	Number of students	

Planning

- identifying appropriate overall lesson aims/ individual stage aims
- planning independently
- producing appropriately detailed/staged plans (submitting on time, details provided, all forms included, materials sourced)
- using appropriate EFL terminology
- planning for a learner-centred classroom
- anticipating potential difficulties with language, materials, learners and suggesting solutions

Classroom Teaching Skills

- establishing rapport and developing motivation
- adjusting own language to meet level and needs of learners
- giving clear instructions and clarifying them when/where needed
- providing accurate and appropriate models of oral and written language in the classroom (pron/spelling)
- providing clear contexts and a communicative focus for language
- clarifying spoken/written language (meaning, form, pronunciation)
- using a range of questions effectively for the purpose of elicitation and checking understanding
- checking understanding of language (concept questions, time lines)
- identifying errors and sensitively correcting oral and written language
- providing appropriate practice of language items
- helping learners to understand reading and listening texts
- helping learners to develop productive skills
- monitoring/evaluating learners' progress appropriately
- providing appropriate feedback

Awareness of Teaching and Learning Process

- teaching a class with sensitivity to the needs, interests and background of the group
- organising the classroom to suit the learners/activity and setting up appropriate interaction patterns to the lesson type
- managing the learning process in such a way that aims are achieved
- maintaining an appropriate learning pace in relation to materials, tasks and activities
- adopting appropriate teacher roles
- teaching in a way which helps to develop learner self awareness and autonomy

Professional Development

- self assessment including reflection on and evaluation of plans and execution
- ability to incorporate previous feedback into lesson
- co-operation with colleagues
- attendance and punctuality

Overall comments:

Areas to work on for future lessons:

For this stage of the course, the lesson was:

Below standard	To standard	Above Standard
----------------	-------------	----------------

Appendix 9 Desirable Personal Qualities of Teachers according to 18 Students

Desirable personal qualities of teachers according to 17 past students of the International Language Institute between 1998 and 2005													
		Middle Eastern Students 3 countries; 5 students					European Students 2 countries; 3 students			Students from the Americas 3 countries; 4 students			
Desirable personal qualities of teachers	Number out of 18 and percentage	Ozgur Turkey 2000	Lucie Canada 2000	Jorge Mexico 1999	Sergio Mexico 1999	Edgar Brazil 2000	Claudia Germany 2000	Silja Germany 1998 1999	Sachar Russia 1998 1999	Lucie Canada 2000	Jorge Mexico 1999	Sergio Mexico 1999	Edgar Brazil 2000
ring /empathetic	13 = 72%	X	X		X	X		X	X	X		X	X
mitted	9 = 50%				X	X	X		X			X	X
nfidant	15 = 83%		X	X	X	X	X	X	X	X	X	X	X
eatve	17 = 94%	X	X	X	X	X	X	X	X	X	X	X	X
lturally aware	11 = 61%		X			X	X	X	X	X			X
csive	4 = 22%			X		X			X		X		X
sciplined	7 = 39%		X	X		X			X	X	X		X
ergetic	12 = 66%	X		X		X	X		X		X		X
thusiastic	14 = 77%		X	X	X	X	X	X	X	X	X	X	X
ixible	12 = 66%	X			X	X	X	X				X	X
n	6 = 33%	X				X		X	X				X
nny/ humorous	12 = 66%			X		X	X	X	X		X		X
nowledgeable (methods)	16 = 88%	X	X	X	X	X	X	X	X	X	X	X	X
nowledgeable (language)	16 = 88%	X	X	X	X	X	X	X	X	X	X	X	X
en-minded	16 = 88%		X	X	X	X	X	X	X	X	X	X	X
ganized	13 = 72%	X	X	X		X	X	X	X	X	X		X
utgoing	11 = 61%	X	X		X	X	X	X	X	X		X	X
tient	16 = 88%	X	X	X	X	X	X	X	X	X	X	X	X
inctual	5 = 27%					X			X				X
flective	6 = 33%			X		X		X	X		X		X
spectful	14 = 77%		X	X	X	X	X	X	X	X	X	X	X
lf-aware	5 = 27%					X		X	X				X
ell-planned	11 = 61%					X		X	X				X
ther:													
ilds rapport)	1												
l-rounded	1								X				
rsuasive/motivating	2								X				
alistic	1								X				
stworthy	1								X				
ats everyone equally	1												

Asian Students 4 countries; 5 students					
Satoshi Japan 2003 2004	You Sun Korea 2004 2005	Yoon Ju Korea 2005	Ivy Taiwan 2000	Bonne Taiwan 2003	Kai China 2005
X	X	X	X		X
		X	X		X
X	X	X	X	X	
X	X	X	X	X	X
	X	X		X	X
		X			
		X			X
X	X	X			X
X	X	X	X	X	
X	X			X	X
X	X	X			
X	X	X	X	X	X
	X	X	X	X	X
X	X	X	X	X	X
	X	X	X	X	
		X			
	X	X	X	X	X
				X	
				X	

Appendix 10 Desirable Personal Qualities of Teachers according to 18 Recent Teacher Trainees

[illegible]

Latin and South American Trainees		European Trainees		Eastern European Trainees		
Lilian	Mike	Sara	Tony	Tatiana	Margarita	Ella
El Salvador Feb. 06	Brazil Nov. 05	Switzerland Sept. 06	Italy Oct. 05	Russia July 06	Russia Nov. 05	Poland Sept. 06
X	X	X	X	X	X	X
X	X		X	X	X	X
X	X	X	X	X	X	X
X	X	X	X	X	X	
X	X	X	X	X	X	
X	X				X	
X	X		X		X	
X	X	X	X	X	X	
X	X	X	X	X	X	X
	X		X	X		
	X	X			X	
	X	X	X	X	X	
	X	X	X	X	X	X
X	X	X	X	X	X	X
X	X	X		X	X	
X	X		X			X
X	X	X	X	X	X	X
	X		X	X		
	X	X	X		X	
	X		X	X	X	X
	X		X		X	X
	X	X	X		X	

Appendix 11 Desirable Personal Qualities of Teachers according to 18 Experienced Teachers

Desirable Personal Qualities of Teachers according to 18 Experienced Teachers											
	Experienced teachers who or presently work at the International Language Institute in Halifax, NS, Canada				Experienced teachers who have worked at the International Language Institute in Halifax, NS, Canada						
Desirable personal qualities of teachers	Number out of 18 and percentage	Julian	Julie	Richard	John	Sarah S.	Melanie	Karen	Caroline	Jon	Donna-Lynn
		CTEFLA 1996 DTEFLA 1998	Degree 1997 CELTA 2001	CELTA 2001	CELTA 1998 DELTA 2002	CELTA 2005 MA In progress	CELTA 2001	CELTA 1998	CELTA 2004 MA 2004	CTEFLA 1980 DTEFLA 1984	B.Ed 1990
ring /empathetic	16 = 88%	X		X	X	X	X	X	X	X	X
mmitted	13 = 72%	X				X		X	X	X	
nfident	12 = 66%	X	X		X	X		X	X		
eative	15 = 83%	X	X	X		X	X	X	X		X
lturally aware	15 = 83%	X	X	X	X	X	X	X	X		
icisive	10 = 55%	X	X		X			X	X		
isciplined	8 = 44%	X			X				X		X
ergetic	13 = 72%	X	X	X			X	X	X		X
thusiastic	15 = 83%	X		X	X	X		X	X		X
xible	15 = 83%	X	X			X	X	X	X	X	X
n	11 = 61%	X				X		X	X		X
nnv/ humorous	13 = 72%	X		X	X	X	X	X	X		X
owledgeable (methods)	15 = 77%	X	X	X	X	X	X	X	X		X
owledgeable (language)	14 = 83%	X	X	X	X	X		X	X		X
en-minded	15 = 83%	X	X			X	X	X	X	X	X
ganized	14 = 77%	X	X	X	X		X	X	X		X
ngoing	11 = 61%	X	X					X	X		X
atient	14 = 77%	X			X	X	X	X	X	X	X
inctual	10 = 55%	X						X	X		X
flective	12 = 66%	X	X			X		X	X	X	
spectful	17 = 94%	X	X	X		X	X	X	X	X	X
lf-aware	9 = 49%	X	X				X		X		
ell-planned	15 = 77%				X		X	X	X		X

Experienced teachers presently working the EFL field; not at ILI								
Desirable personal qualities of teachers	Carol	Sheila	Rebecca	Scott	Judy	Jennifer	Jenn	Sharon
	CTEFLA 1995 MA Adult Ed. 2003	Trinity Cert. 1992	MA Edu Psych 1973 PHD Edu Psych	CTEFLA 1975 DTEFLA 1980 MA 1990	BA 1987 TEFL 1991	B.Ed 1975 M.Ed 19907	BA. Applied Ling. 1979 MA SLT 1986	MA TEFL 2000
ring /empathetic	X	X	X	X	X		X	X
mmitted	X	X	X	X	X	X	X	X
nfident	X	X	X		X		X	X
eative	X	X	X		X	X	X	X
lturally aware	X	X	X		X	X	X	X
icisive	X		X		X	X	X	
isciplined	X		X		X			X
ergetic	X	X	X		X		X	X
thusiastic	X	X	X	X	X	X	X	X
xible	X	X	X	X	X		X	X
n	X	X	X		X		X	X
nnv/ humorous	X	X	X		X		X	
owledgeable (methods)	X		X		X	X	X	X
owledgeable (language)	X	X	X		X		X	X
en-minded	X	X	X	X	X		X	X
ganized	X	X	X		X	X	X	
ngoing	X		X		X	X	X	X
atient	X	X	X		X		X	X
inctual	X	X	X		X		X	X
flective	X		X		X	X	X	X
spectful	X	X	X	X	X	X	X	X
lf-aware	X		X		X		X	X
ell-planned	X	X	X		X	X	X	

Appendix 12 Students' 'Top Ten' Characteristics for Teachers according to Likert Scaling

Students' Top Ten characteristics for Teachers				
Rating according to Likert scale provided in survey: 1= it would be nice but it is not essential 3= important 5= essential for all teachers!	Individual scores given by students	Total and frequency of individual scores	Number of students who felt the quality was important to some extent	Total and frequency of number of students who felt they were important characteristics to some extent
caring /empathetic	33555555	36 = 2	8	44%
committed	15555	21 = 1.3	5	27%
confident	34455555	36 = 2	8	44%
creative	13333334455555	52 = 2.8	14	77%
culturally aware	1333455	24 = 1.3	7	38%
decisive	35	8 = .44	2	11%
disciplined	2555	17 = .94	4	22%
energetic	2344555	28 = 1.5	7	38%
enthusiastic	45555555	39 = 2.2	8	44%
flexible	33445555	34 = 1.9	8	44%
fun	334	10 = .55	3	16%
funny / humorous	11122333455	30 = 1.66	11	61%
knowledgeable (about methodology)	34555555555555	62 = 3.4	13	72%
knowledgeable (about language rules and uses)	45555555555555	64 = 3.55	13	72%
open-minded	33344555	32 = 1.77	8	44%
organized	334444555	37 = 2.05	9	50%
outgoing	3333455	26 = 1.44	7	38%
patient	44555555555555	58 = 3.2	12	66%
punctual	34	7 = .38	2	11%
reflective	45	9 = .5	2	11%
respectful	334455555	39 = 2.16	9	50%
self-aware	3	3 = .16	1	5%
well-planned	5335555	31 = 1.72	7	38%

Appendix 13 Trainees' 'Top Ten' Characteristics for Teachers according to Likert Scaling

Trainees' top Ten Characteristics for Teachers				
Rating according to Likert scale provided in survey: 1= it would be nice but it is not essential 3= important 5= essential for all teachers!	Individual scores given by 17/18 teacher trainees	Total and frequency of individual scores	Number of teacher trainees who felt the quality was important to some extent	Total and frequency of number of teacher trainees who felt they were important characteristics to some extent
caring /empathetic	122334455555	44 = 2.5	12	70%
committed	3445555	31 = 1.82	7	41%
confident	133333344555	42 = 2.47	12	70%
creative	11233455555	34 = 2	11	65%
culturally aware	335555555	41 = 2.41	9	53%
decisive		0	0	
disciplined	5	5 = .29	1	5%
energetic	3334	13 = .76	4	24%
enthusiastic	333334445555	47 = 2.76	12	70%
flexible	13344455555	44 = 2.5	11	65%
fun	23445	18 = 1.14	5	29%
funny / humorous	123333455	29 = 1.7	9	53%
knowledgeable (about methodology)	333355	22 = 1.29	6	35%
knowledgeable (about language rules and uses)	5545535535455	59 = 3.47	13	76%
open-minded	33444555	33 = 1.94	8	47%
organized	2444555	29 = 1.7	7	41%
outgoing	13445	17 = 1	5	29%
patient	545553553545	54 = 3.17	12	70%
punctual	1345	13 = .76	4	24%
reflective	15	6 = .36	2	12%
respectful	3333345555355	49 = 2.88	12	70%
self-aware	33555	21 = 1.24	5	29%
well-planned	13445555555	47 = 2.76	11	65%

Appendix 14 Experienced Teachers' 'Top Ten' Characteristics for Teachers according to Likert Scaling

Experienced Teachers' 'Top Ten' Characteristics for Teachers				
Rating according to Likert scale provided in survey: 1= it would be nice but it is not essential 3= important 5= essential for all teachers!	Individual scores given by 18 experienced teachers	Total and frequency of individual scores	Number of experienced teachers who felt the quality was important to some extent	Total and frequency of number of experienced teachers who felt they were important characteristics to some extent
caring /empathetic	2333333455555	49 = 2.5	13	72%
committed	4555555	34 = 1.8	7	38%
confident	1335555	30 = 1.66	7	38%
creative	133333334555555	56 = 3.1	15	83%
culturally aware	334455555	39= 2.16	9	44%
decisive	5	5 = .625	1	5%
disciplined	3	3 = .16	1	5%
energetic	233455	22 = 1.2	6	33%
enthusiastic	3334445555555	51 = 2.83	12	66%
flexible	33334455555555	54 = 3	13	72%
fun	555555	30 = 1.66	6	33%
funny / humorous	2355555	30 = 1.66	7	38%
knowledgeable (about methodology)	33554445555	48 = 2.66	11	61%
knowledgeable (about language rules and uses)	344455555555	55 = 3	12	66%
open-minded	333455555	38 = 2.11	9	50%
organized	3444555555555	54= 3	12	66%
outgoing	155	11 = .61	3	16%
patient	344555555555	51 = 2.83	11	61%
punctual	5	5 = .625	1	5%
reflective	2555	17 = .94	4	22%
respectful	34455555555555	66 = 3.66	14	77%
self-aware	1455	15 = .83	4	22%
well-planned	333444555555555	66 = 3.6	15	83%

Appendix 15 Trainees' Practicum Teaching Data

Trainee	Lilian	Mike *	Sarah C.	Hilary	Rebecca	Lilian	Mike *	Sarah C.	Hilary
Assignment marks pass 1 st , pass 2 nd , fail	Different program 3/3 pass	2 1 st pass 1 2 nd pass 1 fail	4 1 st pass	4 1 st pass	4 1 st pass	Different program 3/3 pass	2 1 st pass 1 2 nd pass 1 fail	4 1 st pass	4 1 st pass
Teaching marks fail/standard/above standard	pass	1/5/2	x/x/8	x/1/7	x/3/5	pass	1/5/2	x/x/8	x/1/7
Overall score	Pass	Pass	Pass A	Pass A	Pass B	Pass	Pass	Pass A	Pass A
Personal Qualities									
Cultural rapport	✓	4✓	6✓	3✓	3✓	4✓	2✓	1✓	5✓
Confident	✓	3✓		2✓	1✓		2✓ 1x	2✓	2x
Motivating	✓		5✓	3✓	2✓	3✓	5✓	4✓	1✓
Teaching Skills									
Provided accurate model		5x					1✓	1✓ 2x	3x
Good use of the board	✓	1x	6✓	1✓ 2x	3✓	4✓	4✓		1✓
Generated interest	✓	5✓	4✓	6✓	4✓	4✓	1✓ 1x	2✓	1✓
Monitored	✓	6✓ 1x	5✓	4✓	4✓	1✓ 1x	1✓ 1x	4✓	3✓ 1x
Good instructions	✓	3✓ 2x	2✓ 2x	6✓	3✓ 2x	1✓ 3x	3✓ 2x	3✓ 4x	2✓ 4x
Good pace and timing	✓	2✓ 1x	3✓	4✓	3✓	3✓	2✓ 1x	1✓ 1x	1✓
Knowledge of language/correction		2✓	4✓	2✓		2✓	1✓		
Low teacher-talk-time		1✓	2✓		2✓ 1x	2x			3x
Student-centered	✓	2✓	5✓	1✓	2✓ 1x	1x	1✓	3✓	
Well-planned/prepared	✓	1✓ 4x	5✓	4✓	4✓ 1x	3✓ 2x	6✓	1✓	2✓ 2x
Willing to try new methods	✓	3✓	3✓	3✓	2✓	1✓	1✓	1✓	2✓ 1x
Well-staged	✓	2✓ 2x	1✓	2✓	3✓ 3x	2✓	5✓	4✓	1✓ 1x
Used visuals		3✓	5✓	3✓	3✓	4✓	4✓	3✓	1✓ 2x

Trainee	Ann	Emma **	Mandy *	Jane	Sara	Tony	Tatiana *	Margari **	Ella *
Assignment marks pass 1 st , pass 2 nd , fail	3 1 st pass 1 2 nd pass	3 1 st pass 1 2 nd pass	4 1 st pass	3 1 st pass 1 2 nd pass	3 1 st pass 1 2 nd pass	4 1 st pass	2 1 st pass 2 2 nd pass	3 1 st pass 1 2 nd pass	3 1 st pass 1 2 nd pass
Teaching marks fail/standard/above standard	x/9/x	x/8/1	1/7/x	1/7/x	x/5/4	x/6/2	x/6/3	x/8/x	x/6/3
Overall score	Pass	Pass	Pass	Pass	Pass B	Pass	Pass B	Pass	Pass
Personal Qualities									
Cultural rapport	5✓	2✓	2✓	1✓	5✓	5✓	4✓ 1x	1x	2✓
Confident	2✓	2✓	1✓ 2x	1✓	3✓	2✓	2✓	1x	1x
Motivating	6✓ 1x	3✓	2✓ 1x	4✓ 2x	3✓	2✓	2✓ 2x	2✓	2✓
Teaching Skills									
Provided accurate model			4x	1x	3x			1x	3x
Good use of the board	2✓	1x	1✓ 2x		2				
Generated interest	2✓	3✓	3✓		2✓		3✓	1x	3✓
Monitored	1✓ 2x	5✓	3✓ 2x	3✓ 1x	7✓	5✓ 1x	4✓ 1x	2✓ 2x	4✓ 1x
Good instructions	5x	1✓ 1x	1✓ 7x	1✓ 7x	3✓ 4x	2✓ 2x	3✓ 2x	2✓ 4x	1✓ 5x
Good pace and timing	2✓ 1x	2✓ 1x	1x	1✓ 4x	2✓	1✓ 3x	1✓ 1x	1✓ 1x	2✓ 1x
Knowledge of language/correction			1x		2✓				
Low teacher-talk-time	2x		4x	1x	3x	5x			2x
Student-centered		2✓		1✓ 1x	1✓	2✓ 2x	2✓ 2x	3✓ 1x	1✓ 1x
Well-planned/prepared		3✓	1✓ 2x	1✓ 5x	3✓ 1x	3✓ 2x	3✓	1✓ 2x	4✓
Willing to try new methods	2✓ 1x	2✓	1x	1✓ 2x	5✓	1✓	1✓	3✓	1✓
Well-staged	3✓ 2x	2✓ 2x	1✓	1✓	2✓	1✓	5✓	1✓	3✓ 1x
Used visuals		2✓ 1x	3✓	1✓ 1x	2✓	2✓	3✓	2✓	3✓

Appendix 16 Data Collected from Assignment 4

Personal Qualities

(Scores are out of 17. One trainee was on a CELTA modelled program and did an oral version of this assignment).

14	Able to build rapport easily
11	Personable
9	Provide a supportive learning environment
7	Confident (6 others said it is a problem for them)
6	Motivating
5	Positive
4	Friendly
3	Competent

Comments from Assignments regarding Personal Qualities

Ella: “I think one of the most important strengths is a smile and ‘friendliness’”.

Kate: “If your rapport is good with the students then the classroom atmosphere is also good by extension”

Sarah : “Students can sense that she is genuinely interested in their development”

Nicole: “X has established a very good working relationship with her students and they trust her. This is very important for time management”

Emma: “Creating rapport is vital, as it ensures students interest, confidence and enjoyment, as well as cohesiveness of the class as a group”.

Sarah : “Actively listening to students” is essential

Hilary: I want to learn” how to incorporate a sense of confidence and clarity into my own teaching”

Sara: “I hope to become such a dedicated teacher as those I have observed here – that is what makes students feel comfortable”

Teaching Skills

(Scores are out of 17. One trainee was on a CELTA modelled program and did an oral version of this assignment).

- 11 Knows and applies appropriate methods
- 9 Provides logical staging
- 9 Provides simple, clear instructions
- 8 Ensures a variety of tasks for different learning styles
- 8 Plans thoroughly
- 7 Uses visuals
- 7 Has low Teacher Talk Time
- 6 Is learner-centred
- 4 Has good time management
- 4 Has a good pace and allows students to process information
- 3 Uses accurate grammar

Comments from Assignments regarding Teaching Skills

Kate: “A teacher’s job is to facilitate the learning process”

Tatiana: “Classroom management is number one in teaching. Everything starts from there”.

Kate: “Staging helps keep a lesson and its activities within manageable proportions”

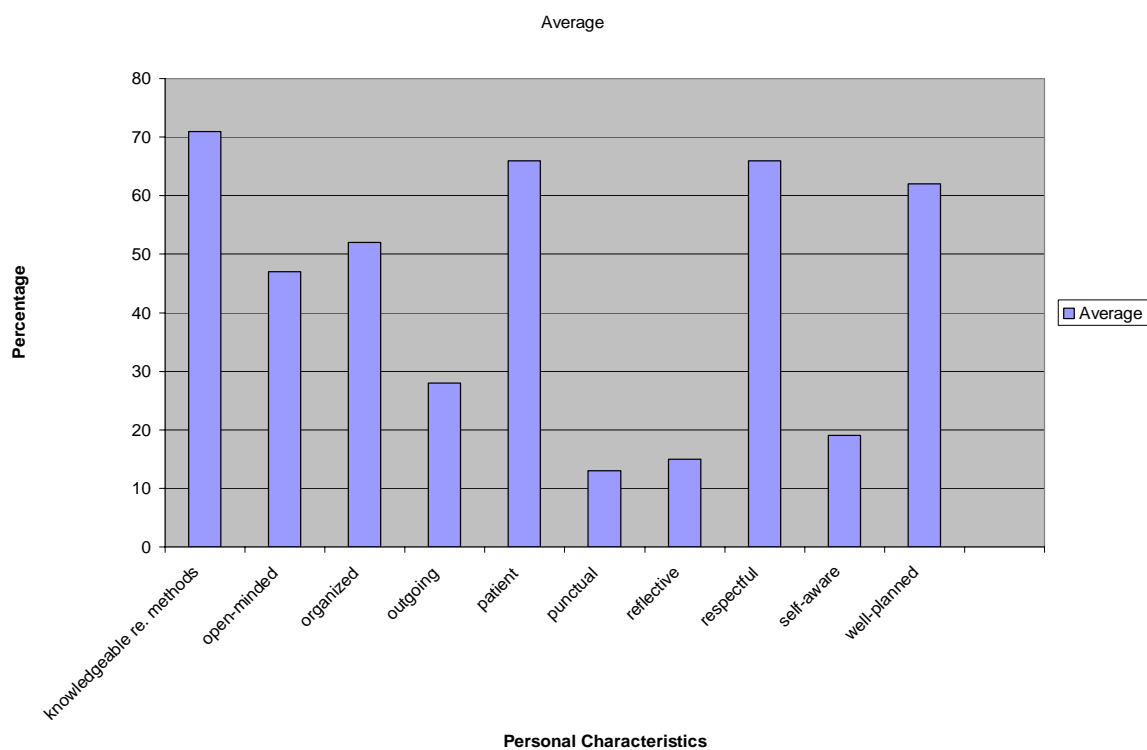
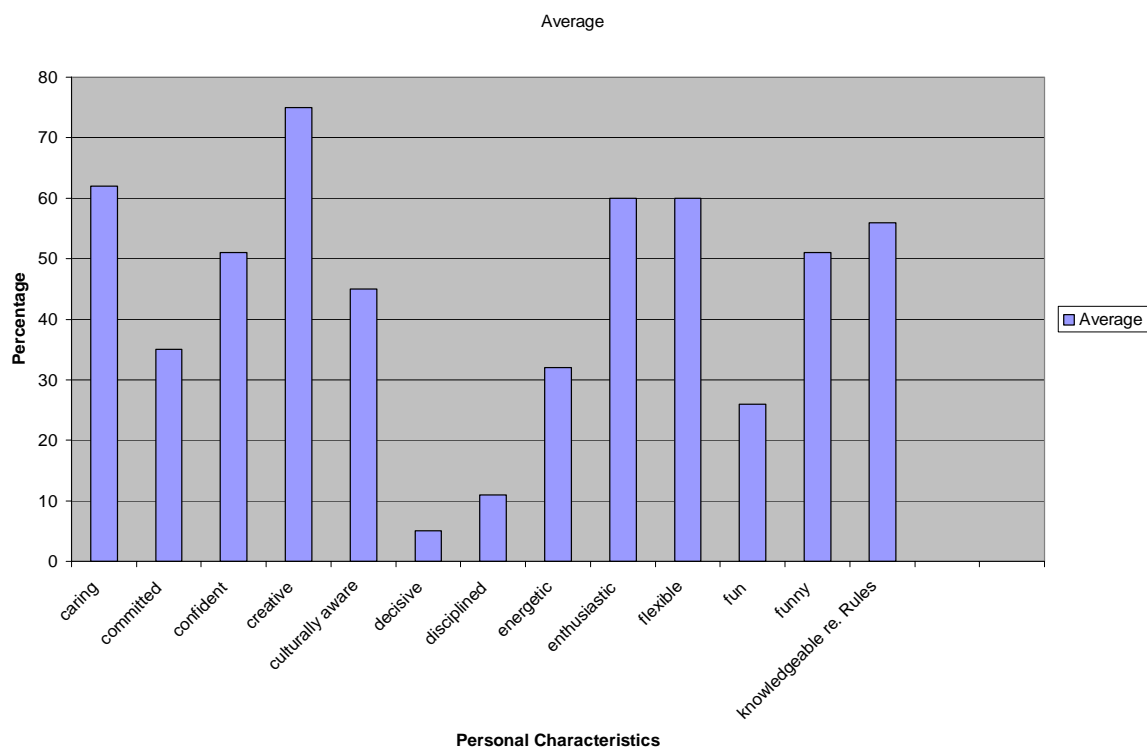
Hilary: “Students put their confidence in her because she knew her subject matter well and she kept their activities in her lesson focused on the aim of the lesson”.

Elle: “Using pictures helped us to get to the next stage and was more efficient” and helpful for students.

Appendix 17 Example of Tutors' Weekly Logs and Provisional Grades for Assessor

Name	Provisional Grade	Trainee Progress	Final Grade
Sarah C.	Pass B - Pass A	<p>Week 1: Her previous experience in EFL classrooms in Japan has ensured that she is comfortable in front of the class and is able to manage it well. She is over-planning (used to teacher 90 minute classes) but her plans are well-organized and her rapport is excellent. Both of her lessons this week have been above-standard. An excellent beginning. Sarah has not needed any assistance in planning. She passed part 1 of the first assignment.</p> <p>Week 2: A well-planned first lesson which was just above standard. Lovely teaching manner and adapted activities very well, providing useful controlled practice. She needs to work on drilling more effectively.</p> <p>Week 3- Both of Sarah's lessons were above standard and her case study assignment was excellent...thorough and insightful. She taught a TBL lesson for lesson number 5 and it was extremely well-planned and executed. Appropriate monitoring, excellent instructions giving and error correction done when needed.</p> <p>Week 4: Sarah's first lesson this week was very strong and above standard for this stage of the course. She was very well-planned and adapted her materials very well creating motivating tasks. She is very relaxed and confident in her execution of the plan and works well with her peers and independently. A very strong candidate.</p> <p><i>Overall: Sarah continued to produce above standard lesson plans and lessons in phase 2 of the course. She demonstrated that she could effectively provide hot and cold correction of students' errors, reduced her initial tendency to echo students and modeled language effectively and accurately. Her rapport is very strong with students, she plans interesting and effective lessons based on learning styles and needs and her lessons are very thoroughly planned. She is already flexible enough to be able to teach off the plan and has planned all of her group's unobserved lessons on top of her regular planning. A very strong candidate in planning & execution.</i></p>	Pass A

Appendix 18 Average Scores for ‘Top Ten’ Personal Characteristics for ‘Good Teachers’ (Average Scores of ‘Top Ten’ Personal Characteristics for ‘Good Teachers’)



Appendix 19 Participants' Comments regarding the Personal Qualities and the Skills of 'Good Teachers'

Students:

Edgar (Brazilian) – “Being a teacher is not an easy job to have. One who wants to be a ‘good’ teacher should have much more than being knowledgeable or being nice to the students. *A ‘good’ teacher must be ready to adapt to the different circumstances or situations and pay careful attention to the needs to an individual.*”

Anas (Syrian) – “In the university preparation class I took at ILI, my teacher used to have a very nice teaching style that kept my interest. *She used to give us those activities and games that used to motivate the students*”.

Badr (Saudi Arabia) – “From my experience in ILI, the *language teacher and foreign students should be friends and exchange culture and that what inspire the student to learn more and deliver his identity and culture*. Language is spoken words express what’s going on in the mind *based on the main block of the human being (the heart)...so it’s kind of a relationship*”.

Bonnie (Taiwan) – “The best present for students who experience in learning overseas *is to keep in touch with teachers and the teachers are still happy hearing from them*, also response to them”.

Jorge (Mexico) – “*A lot of motivation*. It’s very important thing that teachers have to give us because sometimes they seems don’t care about our progress and sometimes it block us to learn something new”.

Silja (Germany) – “*Shows personality*”!

Yoon Ju (Korea) – “Well, I think *the relationship is the most important to keep students’ attention and make a good class*”.

Trainees:

Mandy (Britain) – “Teacher should not be arrogant to think he knows it all. Teacher should see himself as a work in progress and open to different points of view”.

Sarah C. (Canada) – “Allows time for practice in class and uses a variety of materials and activities”.

Hilary (Canada) – “The second group of ‘good teachers’ I have had weren’t the ones who had control over the classroom, or gave out piles of homework or had the toughest exams. But they were the ones who always had an open office door, and asked me about how my basketball team was doing, and about my family etc. *I remember how they cared for me and supported me*”.

Rebecca M. (Canada) – “I think your thesis is a very interesting topic that should definitely be looked into further as it is a unique profession in which anyone of native

tongue can become a ‘teacher’, giving language teachers the undeserved stigma of not ‘real teachers’”

Experienced Teachers:

Rebecca (the USA) – *“There is nothing in #10 about teaching students to use learning strategies that help them learn more effectively. Much language learning occurs outside of the classroom and after the course is over, so students need to “learn how to learn” for their (long-term) sake”*

Scott (New Zealand) – *“Can adapt his./her lessons to the immediate needs/concerns of the learners”*

Jennifer (Canada) – *“Knowledgeable about cross cultural awareness and communication and of resources”.*

Jenn (Canada) – “Are good teachers born leaders?”

Sharon (Tanzania/Canada) – I think it is really important for a teacher to have a philosophy - understand why s/he is doing what s/he does. I guess I am talking about a practitioner’s understanding of the cornerstones of his/her practice. This combined with the pedagogical knowledge and reflection would serve students the best”.

Sarah S (Canada) – *It is very important for the teacher to have a good rapport with his/her students.* This builds trust and helps the student to give more respect to the teacher as a person and to the content and structure of the class itself. there must be a very human element to teacher and relating to one another as people is just as, if not more, important than relating to one another as learners”.

Julian (Britain) – *“Teachers’ personality and experience are also factors that would influence the effectiveness of a teacher.* Also, do the students agree with the teacher’s view?”

Karen (Canada) – “Re. gives equal attention...not everyone needs the same amount of attention or kind of attention, but a good teacher should be able to provide an appropriate level of attention to all students rather than focus on the needier ones”

Melanie (Canada) – “I don’t necessarily think that discipline is necessarily the teacher’s responsibility. I agree that classroom management is effective but the discipline may be more of an administrative role, especially when teaching EFL to adults”.

Jon (Britain) – “Is open to comment and suggestions from others (including students)”

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