

Stakeholders' Perceptions of Effective EFL Teachers

Thooptong Kwangsawad¹

Abstract

Teacher preparation is important as the component of teachers' ongoing learning and development. Well-designed teacher preparation can also be a powerful vehicle for preparing the next generation of teachers to implement new curriculum and innovative teaching methods. The rationale for this quantitative study was to explore stakeholders' perceptions of effective EFL teachers in the EFL pre-service education program at Maharakham University, Thailand. The questionnaires were completed by stakeholders (472 students, 34 EFL pre-service teachers and 70 school administrators). The results of this study showed that the top three categories of EFL effective teachers, according to the students, were: (1) EFL teachers' knowledge (2) teacher-student relationship in effective EFL teachers, and (3) attributes of EFL teachers. The top three categories of EFL effective teachers, according to the EFL pre-service teachers were: (1) EFL teachers' professional attributes (2) EFL teachers' pedagogical approaches, and (3) characteristics of good EFL teachers. The top three categories of EFL effective teachers, according to the school administrators, were: (1) EFL teachers' professional attributes (2) EFL teachers' interpersonal skills, and (3) EFL

¹ Faculty of Education, Maharakham University, Thailand

teachers' pedagogical approaches. The information gleaned here will be used to revise the EFL pre-service teacher education program.

Keywords: EFL Pre-service teacher education program, Effective EFL teachers, Stakeholders' perceptions

Introduction

The most important feature of quality education for learners is teachers' effectiveness (Day, 2012). Effective teachers can have an enriching effect on the daily lives of children and their lifelong educational and career aspirations. Findings of research on teacher quality support the fact that effective teachers not only make students feel good about school and learning, but also their work actually results in increased student achievement (Darling-Hammond, 2000). Effective teaching and effective teachers have been explained from different viewpoints. For example, according to Wright, Horn and Sanders (1997), effective teachers seem to be able to make a positive impact on student achievement of all students in their classroom, even if there is a wide range of ability levels. Giovannelli (2003) stated that effective teaching consists of five components: the composite of effective teaching, classroom management, instructional behavior, and classroom organization and teacher expectations. Ko (2014) pointed out that effective teaching is generally referred to in terms of a focus on student outcomes and the teacher behaviors, and classroom processes that promote better student outcomes. And effective teachers are clear about instructional goals, are knowledgeable about curriculum content and the strategies for teaching it, are knowledgeable about their students, and are able to adapt instruction to their needs and anticipating misconceptions in their existing knowledge. Darling-Hammond (2000) emphasized verbal ability, content knowledge, pedagogical knowledge, certification status, ability to use a range of teaching strategies skillfully, and enthusiasm for the subject characterize effective teachers.

Hanushek (1992) suggested that in order to improve educational outcomes, individual countries must focus on effectiveness of teachers. They have to identify the competencies required for effectiveness and use them to prepare pre-service teacher preparation programs in their own country.

In Thailand, the established standards for Thailand's pre-service programs are the Standards of Knowledge created by the Teachers' Council of Thailand (TCT) and Regulation on Professional Standards and Ethics. These standards require pre-service teachers and individuals seeking a teacher's license to have

knowledge of typical foundation and pedagogical topics like curriculum development, educational measurement and evaluation, classroom management and practicum. From the perspective of OECD-UNESCO, Thailand's pre-service programs appear to cover the three broad content areas typical of teacher preparation courses (foundation, pedagogy and subject matter). However, discussions with stakeholders in Thailand, as well as some research, indicate that gaps remain in topics important to supporting the country's education reform. Most notably, programs are not specifically required to prepare student teachers in the basic education curriculum, the linchpin of the country's learner-center education reform, or impart an understanding of the theory of learning underpinning the curriculum and the reform. Moreover, the entire year-long practicum is conducted at the end of the program rather than being interwoven with coursework. Stakeholders reported that more back-and-forth between practice teaching and coursework over the final year and a half of the program would be preferable (OECD/UNESCO, 2016, p.199).

Understanding the way in which stakeholders perceive quality of education is important for policy makers, program designers, and program implementers (Anderson 2002). Giving stakeholders a voice not only allows us to understand how they think and feel about a topic; it provides an opportunity to help frame important policy decisions that directly impact their lives (McKnight, Graybeal, Graybeal, & Yarbrow, 2016). Stakeholders such as universities, schools, and pre-service teachers are effective partners who can strengthen teacher preparation programs (ACDE, 2003). To enhance the overall success of the teacher preparation programs, university and school staffs have to share responsibility for learning and assist in the on-going clarification of roles (Clinard & Ariav, 1998; Broadbent, 2006).

Nowadays, English has become the international language throughout the world and is widely used in daily communication and business. This has made Thailand needs for exploring the field of English language instruction. Pre-service teachers must be trained to be effective language teachers who can review their own theories and principles of language teaching, understand how the process of second language development occurs and understand how teachers' roles change according to the kind of learners. However, it is important not just the teaching and learning process, but also to understand how key stakeholders perceive effectiveness. Thus, hearing the voices of stakeholders in their own context is necessary. These stakeholders include students, pre-service teachers, in-service teachers, and school administrators. Especially, students can provide insight needed to fully understand the effectiveness at the classroom level. Since students spend so much time at schools, they experience teachers in and out of the classroom. They would be able to communicate realistic perceptions of their

personal experiences with individual teachers. More importantly, Thailand's current education reforms focus on quality, equity, effectiveness and efficiency. Teachers and school leaders are instrumental to achieve these overarching goals, and they will have a good chance of success if Thailand makes efforts to strengthen teacher preparation. Based on the information from all stakeholders, educators who are actively involved in developing, implementing, and revising pre-service teacher preparation programs will have a better assessment on what is needed to improve or continue, stop or start implementing.

As a teacher educator who takes responsibility for the EFL pre-service teacher education program is interested in revising the program, this subject is of interest because there are not only shared concerns about the quality of EFL teachers in Thailand among organizations but also among researchers. For example, Scholz (2014) conducted her study on the perception of EFL teachers in Thailand. The purpose of this study was to find out how well-prepared Thai teachers felt their teacher training program prepared them for the life as a teacher of English as a Foreign Language (EFL). The results revealed that their teaching abilities had small to no relation to teaching preparation course work or professional development and teaching field experience. Riamliw (2013) studied the connection between concepts of literacy and EFL literacy instruction, teachers' literacy-teaching practices, and the challenges these teachers faced in teaching EFL literacy. The challenges and difficulties that the teachers faced in EFL literacy instruction were similar, and they were associated with teacher and student attributes, curriculum design, instructional methods, classroom management, and administrative support. Significantly, school policies and administration were a key problem that caused other unmanageable challenges in EFL literacy instruction, such as large class sizes, mixed ability language classes, insufficient facilities, and less-effective teachers. Flammer (2013) interviewed six Thai primary and secondary English teachers on understanding the challenges facing Thai teachers of English as well as the uncommon strategies teachers have implemented to effectively instruct English in the Thai school system. Results revealed that challenges to effective English instruction, included teacher proficiency in English, cultural norms influencing classroom interaction, lack of flexibility in developing lesson plans, and limited time to devote to lesson preparation.

In this study the researcher, therefore, surveyed the stakeholders' perception of effective EFL teachers. For the purposes of this study 'perception' was operationalized to mean the stakeholders' psychologically held subjective beliefs on ideal effective EFL teachers. Perceptions within the framework of this study's research design refers to students', EFL pre-service teachers' and school administrators' personal, subjective beliefs on effective EFL teachers. It is hoped that through the findings, a better theoretical understanding of the perceptions

of EFL teacher effectiveness will be gained, and in particular, the findings will inform discourse on how to revise the EFL pre-service teacher education program.

Research questions

This study was not intended to generalize about the characteristics of EFL effective teachers, but the focus of this study was to give voice to the stakeholders in the EFL pre-service teacher education program at Maharakham University in Thailand to establish perceptions of the characteristics of effective EFL teachers, firstly through the eyes of the learners themselves, and then by discovering the perceptions of the pre-service teachers and the school administrators. The following research questions guide this study:

1. What characteristics of effective EFL teachers are perceived to be most important by the students?
2. What characteristics of EFL effective teachers are perceived to be most important by the EFL pre-service teachers?
3. What characteristics of effective EFL teachers are perceived to be most important by the school administrators?

Research Method

Participants

Participants of this study were selected as a convenience sample included three groups of stakeholders in the EFL pre-service teacher education program at Faculty of Education, Maharakham University, comprising students, EFL pre-service teachers and school administrators. The first group was the students from 13 schools which consisted of 205 primary school students and 267 secondary school students from 34 EFL pre-service teachers' classes. The second group constituted 34 EFL pre-service teachers (4 male, 30 female) enrolled in practicum courses. All of them were placed to the schools organized by the Faculty to take their practicum in the last year of the program. Finally, the third group comprised 70 school administrators (mean age 46) from 13 schools who were responsible for the practicum of the 34 EFL pre-service teachers.

Context

The EFL pre-service teacher education program at the Faculty of Education of Maharakham University is a five-year program which the students

have to complete 167 credit hours including 155 credit class hours and 12 credit hours of practicum. The program has been designed for students who have completed grade 12. The program is offered in English and in Thai. The components of the program consist of professional courses including methodological and pedagogical approaches to English as foreign language teaching as well as English language courses. The program also organizes practicum in selected schools. The participants of this study were 34 senior EFL pre-service teachers enrolled in practicum courses. All of them were placed to 13 schools to develop skills through observing their associate teachers, creating lesson plans, teaching lessons and experiential learning about classroom management in the last year of the study. The participants of this study also included the students and the administrators from the schools where the EFL pre-service teachers took their practicum since they were important stakeholders of the program.

Procedures

There are numerous sources of information and data that could be drawn upon to provide evidences to inform our understanding of teacher effectiveness. These sources involved a range of data collection methods (e.g. classroom observation, interviews, inspection frameworks and judgments by trained professionals, examination and test data about student achievement, policy documentation, and questionnaire surveys) (Ko, 2014). Using questionnaires to survey the perception of stakeholders about teachers' image can be considered as one of the most fascinating inquiries in the field of education (Mac Meekin, 2014). Thus, in this study, two sets of questionnaires were administered among the participants in order to survey the perceptions of the characteristics of effective EFL teachers of the stakeholders in the EFL pre-service teacher education program. The first questionnaire was distributed among the students and the second was administered among the EFL pre-service teachers and the school administrators.

The first questionnaire was designed to discover the perception of the students of effective EFL teachers with no specific teacher in mind. The students had to choose between three alternatives, *I agree*, *I partially agree*, *I disagree*. The questionnaire was in Thai to make sure that all the students would understand the content. It consisted of five categories which included attributes of effective EFL teachers, teacher-student relationship in effective EFL teachers, EFL teachers' physical appearance, EFL teachers' knowledge, and EFL teachers' pedagogy and classroom management.

The second questionnaire was distributed among the EFL pre-service teachers and the school administrators. They had to choose between three alternatives, *I agree*, *I partially agree*, *I disagree*. The questionnaire for the school

administrators was in Thai to make sure that they would understand the content. The questionnaire for the EFL pre-service teachers was in English. It consisted of six categories which included EFL teachers' knowledge, characteristics of good EFL teachers, EFL teachers' interpersonal skills, EFL teachers' classroom management techniques, EFL teachers' pedagogical approaches, and EFL teachers' professional attributes.

Both questionnaires were personally administered to the participants by the researcher and the study details were explained to them. Instructions on how to fill the questionnaires were also provided to the participants. Processing data to include mean, standard deviation, and percentages provided the researcher the opportunity to identify characteristics of effective EFL teachers based on the perceptions of the students, the EFL pre-service teachers, and the school administrators. The ranking of the important characteristics of EFL teachers in this study relied on the use of Modified Priority Needs Index (PNI Modified) (Wongwanich, 2005). Survey results from three groups of stakeholders were included to arrive at the descriptive statistics.

Results

The researcher analyzed student data from the student perception survey to answer the following research question:

What characteristics of EFL effective teachers are perceived to be most important by the students? The results reported here are three most important categories out of five categories of EFL effective teachers.

Table 1: Students' views about EFL teachers' knowledge

EFL teachers' knowledge	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Accent	237	50.21	199	42.16	26	5.51	2.40	0.60
2. Listening	382	80.93	83	17.58	7	1.48	2.79	0.44
3. Speaking	358	75.85	108	22.88	6	1.27	2.75	0.47
4. Reading	397	84.11	69	14.62	6	1.27	2.83	0.40
5. Writing	385	81.57	84	17.80	3	0.64	2.81	0.41
6. Grammar	337	71.40	121	25.64	14	2.97	2.68	0.48
7. Vocabulary	382	80.93	83	17.58	7	1.48	2.79	0.44
8. Translation	378	80.08	89	18.86	5	1.06	2.79	0.44
9. Knowledge of culture	234	49.58	207	43.86	21	4.45	2.41	0.58
10. Having up-to-date knowledge	248	52.54	215	45.55	9	1.91	2.51	0.54

In table 1, the students perceived teachers' command of the four skills of language to be a strong element of EFL teacher effectiveness, with high ratings between 75.85% and 84.11%. These students also deemed the EFL teachers' possession of vocabulary and translation important factors. In contrast, the students did not seem to value EFL teachers' knowledge of culture, and accent as strong aspects of EFL teacher effectiveness.

Table 2: Students' perception of teacher-student relationship in effective EFL teachers

Teacher-student relationship in effective EFL teachers	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Calling students' nick names	233	49.36	210	44.49	29	6.14	2.43	0.58
2. Knowing all students	364	77.12	99	20.97	9	1.91	2.75	0.46
3. Helping weaker students	300	63.56	162	34.32	8	1.69	2.61	0.52
4. Caring about students' personal problems	368	77.97	101	21.40	3	0.64	2.77	0.42
5. Spending time with the students outside the class	202	42.80	232	49.15	38	8.05	2.35	0.63

In table 2, “Teachers’ caring about students’ personal problems” was highly valued by the students. “Knowing all students, and Helping weaker students” were also regarded as characteristics of teacher-student relationship in effective EFL teachers.

Table 3: Students’ perception of attributes of EFL effective teachers

Attributes of effective EFL teachers	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Kindness	361	76.48	111	23.52	0	0	2.76	0.43
2. Friendliness	312	66.10	114	24.15	8	1.69	2.48	0.46
3. Seriousness	103	21.82	296	62.71	73	15.47	2.06	0.61
4. Good sense of humor	338	71.61	125	26.48	10	2.12	2.70	0.50
5. Liveliness	323	68.43	139	29.45	11	2.33	2.67	0.52

As can be seen in table 3, the students highly valued the attributes of kindness, sense of humor, liveliness and friendliness in their teachers. However, only 21.82 % of the students agreed with item 3, “Seriousness”.

Table 4: Top three categories of EFL effective teachers perceived by the students

Categories of EFL effective teachers	Mean	PNI modified	Rank
EFL teachers’ knowledge	2.6760	0.7840	1
Teacher-student relationship in effective EFL teachers	2.5820	0.7213	2
Attributes of EFL effective teachers	2.5340	0.6893	3

As can be seen in table 4, the top three categories of EFL effective teachers perceived by the students were EFL teachers’ knowledge, teacher-student relationship in effective EFL teachers, and attributes of EFL effective teachers (PNI modified = .7840, .7213 and .6893 respectively).

In addition to the students’ perceptions, the researcher analyzed EFL pre-service teacher data from the EFL pre-service teacher perception survey to answer the following research question.

What are characteristics of effective EFL teachers perceived by the EFL pre-service teachers? The results reported here are three most important categories out of six categories of effective EFL teachers.

Table 5: EFL pre-service teachers’ perceptions of EFL teachers’ professional attributes

EFL teachers’ professional attributes	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Collaborative	32	94.12	2	5.88	0	0	2.94	0.24
2. Reflective practitioners (e.g. think about their teaching)	32	94.12	2	5.88	0	0	2.94	0.24
3. Positive members of staff—team players	30	88.24	4	11.76	0	0	2.88	0.29
4. Willing to share with colleagues (resources, workload)	29	85.29	5	14.71	0	0	2.85	0.39
5. Able to communicate with parents	25	73.53	9	26.47	0	0	2.74	0.45
6. Lifelong learners	32	94.12	2	5.88	0	0	2.94	0.24
7. Able to project a professional image	31	91.18	3	8.82	0	0	2.91	0.39
8. Willing to participate in extra curricula sport, excursions	26	76.47	8	23.53	0	0	2.76	0.43
9. Willing to participate in planning and assessment	31	91.18	3	8.82	0	0	2.91	0.36
10. Willing to attend meetings	29	85.29	5	14.71	0	0	2.85	0.47
11. Committed to encouraging students’ to learn	33	97.06	1	2.94	0	0	2.97	0.17

Table 5 reveals that the top-ranked most important EFL teachers’ professional attribute according to the EFL pre-service teachers was “Committed to encouraging students to learn” with 97.06%. The top-ranked least important attribute was “Able to communicate with parents” with 73.53%.

Table 6: EFL pre-service teachers' perceptions of EFL teachers' pedagogical approaches

EFL teachers' pedagogical approaches	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Use high-interest lessons	27	79.41	6	17.65	1	2.94	2.76	0.50
2. Adapt teaching to students' learning styles	34	100.00	0	0.00	0	0	3.00	0.00
3. Monitor students understanding during instruction	32	94.12	2	5.88	0	0	2.94	0.24
4. Communicate outcomes of the lessons	32	94.12	2	5.88	0	0	2.94	0.24
5. Encourage students to take responsibilities for their learning	29	85.29	5	14.71	0	0	2.85	0.36
6. Show students that you are a learner e.g. make use of students' expertise	29	85.29	5	14.71	0	0	2.85	0.36
7. Use student-center approach	26	76.47	8	23.53	0	0	2.76	0.43
8. Adapt teaching to their environment/context e.g. cater for special needs	28	82.35	6	17.65	0	0	2.82	0.39
9. Create lesson plans fit in the goals of the basic education curriculum	31	91.18	3	8.82	0	0	2.91	0.29
10. Use a range of teaching strategies	24	70.59	10	29.41	0	0	2.71	0.17

As can be seen in table 6, 100% of the EFL pre-service teachers considered that the first important of EFL teacher's pedagogical approach was the EFL teachers "Adapts teaching to students' learning styles". The second important things of EFL teacher's pedagogical approach according to 94.12% of the EFL pre-service teachers were the EFL teachers "Monitor students understanding during instruction", and "Communicate outcomes of the lessons". The least popular alternative for the EFL pre-service teachers with 70.59% was the EFL teachers "Use a range of teaching strategies".

Table 7: EFL pre-service teachers' perceptions of characteristics of good EFL teachers

Characteristics of good EFL teachers	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. are confident, energetic and relates well to students.	31	91.18	3	8.82	0	0	2.91	0.29
2. are organized.	31	91.18	3	8.82	0	0	2.91	0.29
3. have a thorough understanding of their subject area.	32	94.12	2	5.88	0	0	2.94	0.24
4. help students make connections.	28	82.35	6	17.65	0	0	2.82	0.39
5. enjoy students and make lessons fun.	34	100.00	0	0.00	0	0	3.00	0.00
6. understand students and make their teaching relevant to students.	31	91.18	3	8.82	0	0	2.91	0.29
7. are well prepared and well planned.	32	94.12	2	5.88	0	0	2.94	0.29
8. modify their teaching to suit individuals.	26	76.47	8	23.53	0	0	2.76	0.43
9. want to make a difference with their students.	20	58.82	11	32.35	3	8.82	2.50	0.66
10. are able to come down to students' level and bring them up to theirs.	28	82.35	6	17.65	0	0	2.82	0.39
11. use a range of teaching/learning strategies.	31	91.18	3	8.82	0	0	2.91	0.33
12. are inclusive (e.g. special needs, gender, ethnicity).	25	73.53	9	26.47	0	0	2.74	0.45
13. care about students.	32	94.12	2	5.88	0	0	2.94	0.24
14. use positive behavior management.	27	79.41	7	20.59	0	0	2.79	0.41
15. use rules and routines.	27	79.41	7	20.59	0	0	2.79	0.43
16. are lifelong learners.	27	79.41	7	20.59	0	0	2.79	0.45
17. are reliable and flexible.	26	76.47	8	23.53	0	0	2.76	0.36
18. develop positive relationships.	33	97.06	1	2.94	0	0	2.97	0.17
19. challenge students to achieve.	32	94.12	2	5.88	0	0	2.94	0.24

Characteristics of good EFL teachers Good EFL teachers.....	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
20. are team players.	22	64.71	12	35.29	0	0	2.65	0.49
21. have good communication skills.	31	91.18	3	8.82	0	0	2.91	0.33
22. cater for all abilities in the class.	30	88.24	4	11.76	0	0	2.88	0.36

Table 7 shows the characteristics of good EFL teachers. A total of 100% of the EFL pre-service teachers considered that the first important characteristic of good EFL teachers most possess was teachers who enjoy students and make lessons fun. The second important thing that good EFL teachers should do according to 97.06% of the EFL pre-service teachers was teachers who can develop positive relationships. On the third place with the results of 94.12% on characteristics of good EFL teachers were: having thorough understanding of their subject area, being well-prepared and well-planned, caring about students, and challenging students to achieve. The least popular alternative for the EFL pre-service teachers with 58.82% was EFL teachers who want to make a difference with their students.

Table 8: Top three categories of EFL effective teachers perceived by the EFL pre-service teachers

Categories of EFL effective teachers	Mean	PNI modified	Rank
EFL teachers' professional attributes	2.8809	0.9206	1
EFL teachers' pedagogical approaches	2.8540	0.9027	2
Characteristics of good EFL teachers	2.8445	0.8964	3

As can be seen in table 8, the top three categories of EFL effective teachers perceived by the EFL pre-service teachers were EFL teachers' professional attributes, EFL teachers' pedagogical approaches, and characteristics of good EFL teachers (PNI modified = .9206, .9027 and .8964 respectively).

In order to arrive at the answer to the last research question, the researcher analyzed data of school administrator from the school administrator perception survey to answer what characteristics of EFL effective teachers perceived to be most important by the school administrators. The results reported here are three most important categories out of six categories of effective EFL teachers.

Table 9: School administrators’ perceptions of EFL teachers’ professional attributes

EFL teachers’ professional attributes	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Collaborative	70	100.00	0	0.00	0	0	3.00	0.00
2. Reflective practitioners (e.g. think about their teaching)	66	94.29	4	5.71	0	0	2.94	0.24
3. Positive members of staff—team players	68	97.14	2	2.86	0	0	2.97	0.17
4. Willing to share with colleagues (resources, workload)	69	98.57	1	1.43	0	0	2.99	0.12
5. Able to communicate with parents	66	94.29	4	5.71	0	0	2.94	0.24
6. Lifelong learners	67	95.71	3	4.29	0	0	2.96	0.21
7. Able to project a professional image	67	95.71	3	4.29	0	0	2.96	0.21
8. Willing to participate in extra curricula sport, excursions	64	91.43	6	8.57	8	11.43	2.91	0.38
9. Willing to participate in planning and assessment	65	92.86	5	7.14	0	0	2.93	0.26
10. Willing to attend meetings	61	87.14	9	12.86	0	0	2.87	0.34
11. Committed to encouraging students’ to learn	69	98.57	1	1.43	0	0	2.99	0.12

Table 9 demonstrates that the school administrators perceived EFL teachers’ professional attributes to be a strong element of EFL teacher effectiveness, with high ratings between 87.14% and 100% for all of attributes.

Table 10: School administrators' perceptions of EFL teachers' interpersonal skills

EFL teachers' interpersonal skills	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Be sensitive to students' needs and concerns	61	87.14	9	12.86	0	0	2.87	0.32
2. Help students develop positive self-esteem	65	92.86	5	7.14	0	0	2.93	0.24
3. Show inclusive practice	62	88.57	8	11.43	0	0	2.89	0.32
4. Challenge and employ knowledge of students to facilitate learning	61	87.14	9	12.86	0	0	2.87	0.39
5. Have the ability to come down to students' level	68	97.14	2	2.86	0	0	2.97	0.17
6. Encourage students to take on responsibility	70	100.00	0	0.00	0	0	3.00	0.00
7. Be flexible—able to change and can adjust	68	97.14	2	2.86	0	0	2.97	0.17
8. Be warm, friendly and firm	67	95.71	3	4.29	0	0	2.96	0.21
9. Project enthusiasm for teaching	70	100.00	0	0.00	0	0	3.00	0.00
10. Know individuals	69	98.57	1	1.43	0	0	2.99	0.21
11. Challenge and encourage students	70	100.00	0	0.00	0	0	3.00	0.00
12. Have a sense humor/ fun	57	81.43	13	18.57	0	0	2.81	0.39
13. Be creative/innovative	67	95.71	3	4.29	0	0	2.96	0.21
14. Use praise to motivate	68	97.14	2	2.86	0	0	2.97	0.17
15. Show and expect respect	67	95.71	3	4.29	0	0	2.96	0.21
16. Have reasonable expectations of student	60	85.71	10	14.29	0	0	2.86	0.35
17. Encourage confidence and responsibility	70	100.00	0	0.00	0	0	3.00	0.00

As seen in table 10, the school administrators perceived EFL teachers' interpersonal skills to be a strong element of EFL teacher effectiveness, with high ratings between 81.43 %and 100% for all of these interpersonal skills.

Table 11: School administrators' perceptions of EFL teachers' pedagogical approaches

EFL teacher's pedagogical approaches	N	Agree (%)	N	Partially Agree (%)	N	Disagree (%)	Mean	Std. Deviation
1. Use high-interest lessons	70	100.00	0	0.00	0	0	3.00	0.00
2. Adapt teaching to students' learning styles	58	82.86	11	15.71	1	1.43	2.81	0.43
3. Monitor students understanding during instruction	65	92.86	5	7.14	0	0	2.93	0.26
4. Communicate outcomes of the lessons	68	97.14	2	2.86	0	0	2.97	0.17
5. Encourage students to take responsibilities for their learning	70	100.00	0	0.00	0	0	3.00	0.00
6. Show students that you are a learner e.g. make use of student expertise	62	88.57	8	11.43	0	0	2.89	0.32
7. Use student-center approach	66	94.29	4	5.71	0	0	2.94	0.24
8. Adapt teaching to their environment/context e.g. cater for special needs	62	88.57	8	11.43	0	0	2.89	0.34
9. Create lesson plans fit in the goals of the basic education curriculum	66	94.29	4	5.71	0	0	2.94	0.24
10. Use a range of teaching strategies	68	97.14	2	2.86	0	0	2.97	0.17

According to table 11, the school administrators perceived EFL teachers' pedagogical approaches to be a strong element of EFL teacher effectiveness, with high ratings between 82.86% and 100% for all of the pedagogical approaches.

Table 12: Top three categories of EFL effective teachers perceived by the school administrators

Categories of EFL effective teachers	Mean	PNI Modified	Rank
EFL teachers' professional attributes	2.9460	0.9640	1
EFL teachers' interpersonal skills	2.9402	0.9601	2
EFL teachers' pedagogical approaches	2.9340	0.9560	3

As can be seen in table 12, the top three categories of EFL effective teachers perceived by the school administrators were EFL teachers' professional attributes, EFL teachers' interpersonal skills, and EFL teachers' pedagogical approaches (PNI modified = .9640, .9601 and .9560 respectively).

Conclusion

The aim of this study was providing new insights into EFL teacher effectiveness in a specific context. The questionnaire data provided the concept of EFL teacher effectiveness in Thailand. Drawing on the findings from the questionnaires provided the program implementers to revise the EFL pre-service teacher education program. The results showed that the top three categories of EFL effective teachers, according to the students, were: (1) EFL teachers' knowledge (2) teacher-student relationship in effective EFL teachers, and (3) attributes of EFL teachers. The top three categories of EFL effective teachers, according to the EFL pre-service teachers were: (1) EFL teachers' professional attributes (2) EFL teachers' pedagogical approaches, and (3) characteristics of good EFL teachers. The top three categories of EFL effective teachers, according to the school administrators, were: (1) EFL teachers' professional attributes (2) EFL teachers' interpersonal skills, and (3) EFL teachers' pedagogical approaches.

The students believed that EFL teachers' knowledge was the most important for the teachers to possess. The EFL teachers' characteristic the EFL pre-service teachers rated most strongly was EFL teachers' professional attributes. The school administrators also considered EFL teachers' professional attributes as the most important in being considered effective. Three groups of stakeholders (students, EFL pre-service teachers and school administrators) valued attributes of EFL teachers as a strong aspect of EFL teacher effectiveness.

Recommendations for revising the program

To make the EFL pre-service teacher education program in following years more effective, recommendation are given to designers and implementers of the program.

First of all, findings from the students, content knowledge including four skills of language and grammar should be required full courses in the EFL pre-service teacher education program.

Secondly, based on the results of the survey from the EFL pre-service teachers, pedagogical knowledge, more courses that contribute to the increase in the EFL pre-service teachers' pedagogical knowledge and skills are strongly urged.

Thirdly, according to findings from the school administrators, the duration of the field experience should be increased to allow the EFL pre-service teachers to improve teachers' interpersonal skills before practicum in the final year of the program. During the third and fourth years, the pre-service teachers should have opportunities to explore a range of innovative strategies and make links between their teaching and the understanding of students. There are also class meetings and discussions to reflect on the changes in the prospective teachers' beliefs and practices about teaching and learning.

Fourthly, all groups of stakeholders in this study indicated their concern about attributes of EFL teachers. Thus, to revise the program in following years, courses related to professional ethics for teachers and teacher profession need to be taken into consideration.

Fifthly, a critical, careful revision of the program is required for a more effective practicum. From the research findings, it was suggested that teachers' pedagogical approaches and teachers' interpersonal skills be important characteristics for EFL teachers. Therefore, the coordination between school and university should be improved. The school administration and the class teachers should have positive attitudes towards teacher candidates and, the school and the university administrators should firstly be in cooperation with each other. Moreover, the responsibilities of the school principal, class teachers, faculty members and teacher candidates should clearly be stated and they should all be informed about their responsibilities.

Sixthly, program designers and implementers should continue stakeholder engagement with collaborative dialogue. Planning careful coordination of efforts amongst various stakeholders will ensure effective and systematic implementation of the EFL pre-service teacher education program.

Finally, teacher educators should also receive professional development opportunities to ensure that they are kept up to date on educational theory on effective teaching. Possible areas for professional development of teacher educators are subject content knowledge, pedagogy, pedagogical content knowledge, classroom management, assessment, and providing effective guidance and support to pre-service teachers.

References

- Anderson, S. E. (ed.). (2002). *Improving schools through teacher development: Case studies of the Aga Khan Foundation Projects in East Africa*. Lisse, The Netherlands: Swets and Zeitlinger.
- Australian Council of Deans of Education Inc. (ACDE). (2003). *Response to the commonwealth review of teaching and teacher education: Young people, schools and innovation: Towards an action plan for the school sector (Discussion paper)*. ACDE. Canberra.
- Broadbent, C. (2006). *Enhancing the quality of pre-service teachers' professional learning experiences within a national framework*. PEPE Conference, Towards Excellence in PEPE: A Collaborative Endeavour. Auckland, New Zealand, 1-3 February, pp. 52-59.
- Clinard, M. & Ariav, T. (1998). What mentoring does for mentors: A cross-cultural perspective. *European Journal of Teacher Education*, 21(1), 91-108.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. *Education Policy Analysis Archives*, 8(1), 1-44.
- Day, C. (ed.).(2012). *Routledge international handbook of teacher and school development*. New York: Routledge.
- Flammer, A.F. (2013). *Effective English instruction through a PD framework*. Doctoral dissertation, University of Southern California. Retrieved from <https://search.proquest.com/docview/1458632482?pq-origsite=gscholar>
- Giovannelli, M. (2003). Relationship between reflective disposition toward teaching and effective teaching. *The Journal of Educational Research*, 96(5), 293-309.
- Hanushek, E.A. (1992). *Educational performance of the poor: Lessons from rural northeast Brazil*. New York: Oxford University Press.
- Ko, J. (2014). *Effective teaching*. Education Development Trust. Oxford University Department of Education.
- Mac Meekin, M. (2014). *The 27 characteristics of the 21st century teacher*. Retrieved from <http://www.educatorstechnology.com/2013/04/the-27-characteristics-of-21st-century.html>
- McKnight, K., Graybeal, J., Graybeal, L. & Yarbrow, J. (2016). *Finland: What makes an effective teacher?* Executive Summary, Pearson Education.
- OECD/UNESCO (2016). *Education in Thailand: An OECD-UNESCO perspective, reviews of national policies for education*. OECD Publishing, Paris.

- Riamliw, J. (2013). *Concept of Thai foundation English teachers: A national study*. Doctoral dissertation, University of Pittsburgh. Retrieved from http://d-scholarship.pitt.edu/19055/1/RiamliwJ_2013ETD.pdf
- Scholz, A. (2014). *Investigating the perception of EFL teachers in Thailand: To what extent do they feel prepared to teach?(Doctoral dissertation)*. Retrieved from https://www.researchgate.net/publication/275245435_Characteristics_of_Effective_Teacher
- Wongwanich, S. (2005). *Needs Assessment Research*. Bangkok: Chulalongkorn University.
- Wright, S.P., Horn, S.P., & Sanders, W.L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11, 57-67.