Students' Perceptions of Effective EFL Teachers in a University in Vietnam

Luu Nguyen Quoc Hung
Can Tho University, Vietnam

Abstract—**Teachers are a vital element in education development as effective teachers are a central resource for the success of an educational organization. Effective teachers generally help to improve students' learning behaviors and academic performance, and thus attention needs to be given to examining teacher effectiveness as a key to guaranteed education quality. As students are the first and direct stakeholders, students should have the most influential voice in what is regarded as effective teaching. This descriptive study investigated the characteristics of effective English teachers as perceived by 89 students of English as a foreign language (EFL) at a public university in the South of Vietnam with a self-report questionnaire consisting of four aspects: English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills. Overall, the students indicated positive perception towards the required characteristics of an effective English teacher. Two additional aspects of characteristics were identified including professionalism and personality traits. The results of this study can help teachers to become aware of important aspects of teaching qualities from students' points of view in order to improve themselves to meet standards for an effective EFL teacher.**

Index Terms—**Perceptions, Performance, Quality, Proficiency, Teacher effectiveness**

I. INTRODUCTION

Teachers play a determining role for the success of teaching and learning process. Effective teachers generally have profound knowledge of their subject content and effective skills (Clement & Rencewigg, 2020). The concept of effective teachers has been examined from different perspectives in different contexts, particularly in Western higher education settings; however, in terms of EFL teaching and learning in Vietnam, few studies have explored this concept from students' perspectives. A thorough understanding of students' perceptions of effective teachers can be a powerful tool for measuring effective teaching practices in the classroom. Identifying common characteristics valued by their students is useful in informing teachers about their strengths as well as their weaknesses. As teacher quality is important to enhance effective learning, it would be truly beneficial if teachers could know what students perceive as the characteristics of effective teachers. This study aims to examine how students perceive key quality characteristics of successful EFL teachers. The current study is significant to provide EFL teachers with insights in achieving the ideal image and qualities of an effective teacher in the 21st century education.

II. LITERATURE REVIEW

A. Effective Teaching

Teachers are the key element in any educational institutions and effective teaching is necessary to guarantee the institutional success. Effective teaching can be defined in different ways, but teachers' influences on student success are the most accepted definition of effective or quality teaching. If success of students is the target of teaching and learning process, effective teaching is the means by which this important goal can be achieved. In extensive literature of teaching effectiveness (Bulger et al., 2002; Kola et al., 2015), effective teaching generally involves a combination of several major attributes including quality of instruction, pedagogical knowledge, classroom management, and classroom climate.

Quality of instruction is always emphasized for effective teaching (Sogunro, 2017). Teachers should articulate their expectations of assignments or tasks through clear directions. There are various instructional strategies and practices including motivating and engaging students, organizing information for understanding and remembering and monitoring and assessing learning (Rueda et al., 2021).

Pedagogical knowledge is a complex integration of pedagogical knowledge and subject matter knowledge (Shing et al., 2015). With good pedagogical knowledge, teachers are able to choose appropriate instructional strategies such as using educational games embedded within a structure including cooperative learning, inquiry, or project-based learning to successfully teach a subject such as English.

Classroom management is the process of organizing and managing class activities through a process of promoting positive students behavior and achievement (Chandra, 2015). There is a wide variety of skills and techniques used by teachers to facilitate optimal conditions for classroom management. Classroom management is also about creating the

right environment, setting clear expectations, and thoughtfully choosing learning materials and activities (Mohammed, 2021).

Classroom climate generally refers to "intellectual, social, emotional, and physical environments in which our students learn" (Ambrose et al., 2010, p. 170), which generally is determined by the quality of relationships between individuals at an educational institution (Zohoorian & Faravani, 2021). Effective teachers need to create a positive classroom climate for helping students achieve success. When students feel valued, they are more likely to be self-efficacious, active and effective in their learning.

B. Effective EFL Teachers and Their Characteristics

In general context, good teachers from different disciplines may share similar qualities or characteristics. Borg (2006) examined ways in which foreign language teachers are seen to be different to teachers of other subjects. The factors that distinguish the experience of foreign language teachers from that of teachers of other subjects include the nature of the subject matter itself, the interaction patterns necessary to provide instruction, the challenge for teachers of increasing their knowledge of the subject, and the need for outside support for learning the subject. According to Bell (2005), foreign language teaching is a complex, multidimensional process which requires teachers to clear and enthusiastic in teaching that provides learners with the grammatical, lexical, phonological, pragmatic, and socio-cultural knowledge and interactive practice they need to communicate successfully in the target language.

Although there seem to be universal general principles of effective teaching used to specify an effective teacher, EFL teachers are likely to have several distinctive characteristics, which may be related to the nature of English as a subject. In the current study, the four aspects of teaching effectiveness are examined, including English proficiency, pedagogical knowledge, organization and communication skills and socio-affective skills (Park & Lee, 2006).

C. Measurement of Effective Teaching

Evaluating teaching effectiveness is a complex task and there are quite a few of methods used to evaluate the effectiveness of teaching including formal or informal classroom observations, students' academic achievement, and student perceptions of teacher effectiveness. Because students are directly impacted by teacher effectiveness, it is important to include students' perceptions of effective teachers in the knowledge base (Geiger et al., 2019).

III. METHODOLOGY

A. Research Design

In the current study, a descriptive survey design with an online questionnaire was employed with EFL students of a public university in the South of Vietnam. A student perception survey is feasible and efficient as it can help to engage most of the students and the results can be quickly analyzed.

B. Participants

Participants of the study were EFL learners in a public university in the South of Vietnam. All the current students in the academic year 2021-2022 were invited via the university mailing list to participate in the survey. In response, 89 participants completed the survey. The basic characteristics of the participants are shown in Table 1.

TABLE 1
DEMOGRAPHICS DETAILS OF PARTICIPANTS (N = 89)

Characteristics	Number	Percentage
Gender		
Female	63	70.8%
Male	26	29.2%
Year of study		
First-year students	13	14.6%
Second-year students	13	14.6%
Third-year students	49	55.1%
Fourth-year students	14	15.7%

C. Instrument

The online questionnaire used to gather data for this study was adapted from a previous study (Park & Lee, 2006), which consists of four sections of closed-ended questions and the last section with one open-ended question. Section 1 is about English proficiency with 5 statements; Section 2 about Pedagogical knowledge with 13 statements, Section 3 about Organization and communication skills with 7 statements and Section 4 about Socio-affective skills with 8 statements. The participants are asked to indicate the level of importance of each statement, using a five-point Likert scale from 0 (not important at all) to 4 (the most important). The last section asked the participants to provide free responses about important characteristics of an effective teacher from their experience.

IV. RESULTS

A. Results From Closed-Ended Questions

The results and discussion have been organized into four main characteristics of an effective English language teacher. Generally, the mean scores are relatively high with the total average mean score of 3.52. The statement related to Organization and communication skills "Prepare the lesson well" had the highest score with 3.88, and the statement "Provide constant feedback" in the section of Pedagogical knowledge had the lowest mean score with 3.18.

(a). English Proficiency

It is natural that being competent in English plays a pivotal role as an English teacher. In this study, most participants perceived the characteristics of English proficiency as being very important as presented in Table 2.

TABLE 2
DESCRIPTIVE RESULTS OF ENGLISH PROFICIENCY (N = 89)

Characteristics	M	SD	Scale				
			0	1	2	3	4
Read, write, speak, and understand spoken English well.	3.62	.631		1	4	23	61
Have good knowledge of English grammar.	3.42	.704		2	5	36	46
Know English vocabulary well.	3.40	.719		2	6	35	46
Have correct accent and pronunciation.	3.28	.812		4	8	36	41
Possess extensive culture comprehension.	3.12	.963	2	4	12	34	37
Average mean score	**3.37**						

Of the five characteristics about English proficiency, "Read, write, speak, and understand spoken English well" had the highest mean score, with M = 3.62. As generally required level of proficiency, EFL teachers need to be fluent in four language skills for their classroom instructions. This result is in line with previous study (Wulyani et al., 2019), indicating that an effective teacher should be efficient in basic communication in English.

It is also interesting to note that relatively high percentage of the participants perceived an effective English teacher to "have good knowledge of English grammar and "know English vocabulary well". The results partly reflect the current context of EFL teaching in Vietnam, when grammar-translation method is still much emphasized (Kieu, 2010; Vu & Peters, 2021).

The lowest mean score (M = 3.12) was for the characteristic statement "Possess extensive culture comprehension". It is likely that the student participants in the current study tended to perceive cultural knowledge not a part of the language proficiency.

(b). Pedagogical Knowledge

Pedagogical knowledge generally refers to the specialized knowledge of teachers for creating effective teaching and learning environments for all students (Dadvand & Behzadpoor, 2020). Of the characteristics about pedagogical knowledge, the participants in this study perceived "Motivate students by supporting their self-efficacy" as being the most important with the mean score of 3.49 (See Table 3). The result is highly expected as teachers' key role is to develop students' competence, interest in subject taught, and perception of self-efficacy (Johnson, 2017).

TABLE 3
DESCRIPTIVE RESULTS OF PEDAGOGICAL KNOWLEDGE (N = 89)

Characteristics	M	SD	Scale				
			0	1	2	3	4
Motivate students by supporting their self-efficacy.	3.49	.740		2	7	25	55
Praise students for good ideas or for their efforts.	3.37	.871	2	1	8	29	49
Promote communicative language learning through activities and discussion.	3.35	.799		2	12	28	47
Create and maintain a good classroom atmosphere.	3.35	.854		4	10	26	49
Encourage the students to learn English outside the classroom.	3.34	.768		3	7	36	43
Teach subject matter in ways that are accessible to all learners.	3.34	.839		6	3	35	45
Provide constant feedback.	3.21	.859	1	3	10	37	38
Focus on learning outcomes and growth.	3.19	.864	1	2	14	34	38
Avoid direct criticism of students when they make errors.	3.17	1.014		10	9	26	44
Use various materials including video, audio, and multimedia.	3.13	.894	1	3	15	34	36
Develop students' language skill through working in pairs or groups.	3.07	.951	2	4	13	37	33
Let students have some control over the learning process.	3.07	.823		3	18	38	30
Assess what students have learned rationally.	3.06	.817		4	15	42	28
Average mean score	**3.24**						

The statement "Praise students for good ideas or for their efforts" also had relatively high mean score (M = 3.37). It is reasonable that positive comments or praising is often highlighted as a specific tool that teachers should use to reinforce students' behavior and learning (Mardiah, 2020).

The two statements "Promote communicative language learning through activities and discussion" and "Create and maintain a good classroom atmosphere" had the same high mean scores of 3.35. It is likely that the students in this study expected their teachers to cherish a supportive and productive learning environment through effective engaging activities. The results are relatively similar with several authors (Munna & Kalam, 2021), emphasizing the importance of applying different pedagogical strategies to enhance classroom climate.

The other two statements "Encourage the students to learn English outside the classroom" and "Teach subject matter in ways that are accessible to all learners" also had relatively high mean scores of 3.34. "Focus on learning outcomes and growth" of the learners as being relatively important with the mean score of 3.19. The result is expected as learning outcomes are commonly prioritized in teaching and learning process as revealed in different studies (Maher, 2004; Mahajan & Singh, 2017).

The other characteristics in the pedagogical knowledge perceived by the participants as being important include "Avoid direct criticism of students when they make errors" and "Use various materials including video, audio, and multimedia". It is explainable that the student participants preferred their teachers to avoid direct negative feedback which may decrease the students' participation in class discussion (Mrachko et al., 2017); however, this explanation needs further investigation.

The two statements "Develop students' language skill through working in pairs or groups" and "Let students have some control over the learning process" had the same mean scores of 3.07. These characteristics of pedagogical knowledge are necessary for effective teaching as reviewed in literature (Dincer et al., 2013; Zamani & Ahangari, 2016).

The statement "Assess what students have learned rationally" had the lowest mean score of 3.06. The result can be understandable as class examinations are commonly students' anxiety or stress which requires various techniques to create a healthy competitive environment in the classroom (Agrawal & Goel, 2016).

(c). Organization and Communication Skills

The way a teacher plans and develops a lesson generally influences the lesson quality and the learner's achievement in the subject a great deal. In addition, an effective teacher must possess strong communication skills as these are essential in contributing to effective teaching (Nesari & Heidari, 2014; Yusof & Halim, 2014).

As presented in Table 4, the characteristics "Speak clearly" and "Use easy language to aid students' understanding" with the relatively high mean scores (M = 3.66 and 3.57, respectively) were understandable. It is natural that classroom instructions should be clear, concise and well-organized, and teachers of English undoubtedly need these to support learners to follow lessons effectively (Wang et al., 2014).

TABLE 4
DESCRIPTIVE RESULTS OF ORGANIZATION AND COMMUNICATION SKILLS (N = 89)

Characteristics	M	SD	Scale				
			0	1	2	3	4
Speak clearly.	3.66	.602			6	18	65
Use easy language to aid student's understanding.	3.57	.672		2	3	26	58
Prepare the lesson well.	3.52	.659		1	5	30	53
Stress the most important points.	3.52	.740		2	7	23	57
Present the content in a well-organized way.	3.47	.709		2	5	31	51
Vary the speed and tone of voice according to the situation.	3.37	.845		5	6	29	49
Use non-verbal behavior to solicit student attention and interest.	3.24	.798		4	8	40	37
Average mean score	3.48						

The two statements "Prepare the lesson well" and "Stress the most important points" had the relatively high same mean scores of 3.52. The result is understandable as generally every teacher should be responsible for their lesson planning and instruction quality (Sogunro, 2017).

The statement "Use non-verbal behavior to solicit student attention and interest" had the lowest mean score of 3.24, although the value is relatively high in the range. The explanation can be that teachers in the study tended to focus on verbal instructions as the need of target language exposure in an ELT environment. This explanation, however, needs further evidence.

(d). Socio-Affective Skills

It is crucial that teachers have some basic socio-affective skills to interact with their students and maintain the educational process effectively. These skills include a wide range of items such as motivating students, sparing time for students when they ask for help, being enthusiastic for teaching, having positive attitudes towards students, responding to students' needs and providing a stress-free classroom atmosphere (Park & Lee, 2006). In this study, the majority of the student participants perceived "Treat students fairly and equally" as being the most important with the mean score of 3.64 (see Table 5). It is important that equal treatment of students should be emphasized in classroom management as generally reviewed in literature (Margret & Faas, 2014).

TABLE 5
DESCRIPTIVE RESULTS OF SOCIO-AFFECTIVE SKILLS (N = 89)

Characteristics	M	SD	Scale				
			0	1	2	3	4
Treat students fairly and equally.	3.64	.608		1	3	23	62
Listen to students' points of view.	3.52	.624		1	3	34	51
Be approachable and friendly.	3.49	.725		1	9	24	55
Be patient.	3.47	.692		1	7	30	51
Be helpful to students in and outside the classroom.	3.28	.769		3	8	39	39
Alleviate students' anxiety in class.	3.09	.807		2	19	37	31
Have a good sense of humor.	3.09	.949	1	4	18	29	37
Have an interest in students, for example, address individual students by name.	3.08	.882	1	3	16	37	32
Average mean score	3.33						

The other characteristics "Listen to students' points of view" and "Be approachable and friendly" also had relatively mean scores of 3.52 and 3.49, respectively. It is relatively consistent in a previous study (Song et al., 2020) that students always expect their teachers to be caring and supportive.

The two statements "Alleviate students' anxiety in class" and "Have a good sense of humor" had the same mean scores of 3.09. The result is somewhat different from the literature, generally indicating that teachers' sense of humor is like a miracle in creating effective teaching and learning environments (Motiagh et al., 2014). It is likely that the students in this study perceived their teachers over cautious or serious with their teaching process.

The lowest mean score of 3.08 was for the characteristic statement "Have an interest in students, for example, address individual students by name". This result is unexpected to some extent as in most literature about teachers' roles, the learning of individual names generally has deep value for students in a class (Cooper et al., 2017).

B. Results From Open-Ended Question

Besides the survey questions, the participants were also invited to suggest the necessary qualities of an effective EFL teacher from their own experience. Their answers were classified into the four main themes including teaching skills, knowledge and skills of English, professionalism and personality characteristics.

Teaching skills are teachers' professional competencies to help students to achieve learning goals. As explained by several researchers (Gultom et al., 2020), several important teaching skills include the skills of asking questions,

explaining, providing reinforcement, guiding group discussions, and managing classes. In this study, some of typical answers were as follows.

> *Teachers should be active, applying suitable methods, particularly in heterogeneous classes.*
> *Good teachers are able to focus on the learning ability of every student and have appropriate teaching methods for each one.*
> *Asking questions to elicit the lesson points and facilitate the students' learning are important qualities for an effective teacher.*

Knowledge and skills of English refer to English competence. In this study, the majority of the student participants indicated teachers' ability to use English fluently and accurately as the most important quality of an English teacher.

> *An effective English teacher must have good English knowledge and skills.*
> *For me, the most important quality of a good English teacher will be English proficiency. No one can bear that an English teacher is not fluently or has grammar mistakes.*
> *I think some most important characteristics of an effective English teacher are having good knowledge of English, having good presentation skills, and knowing how instruct the lessons in English effectively.*

Teachers' professionalism refers to various behaviours from appearance and punctuality to using proper language and building strong relationships with colleagues and students (Wardoyo et al., 2017). In a specific context, the students required their teachers to be well-dressed, go to class on time, be well-prepared for every lesson, and follow the course schedule strictly.

> *From my point of view, effective English teachers should be well-organized and well-disciplined.*
> *I prefer my teachers to respect punctuality and follow the formal style of clothing.*
> *Good teachers need to follow the schedules and be well-planned for their teaching.*

Students generally appreciated personality characteristics of their teachers that could facilitate their English learning. Typically, the students loved their teachers to be friendly, patient, enthusiastic and responsible. It is also important for teachers to treat students fairly and equally.

> *In my experience, an effective English teacher should have some important characteristics such as being kind, friendly, enthusiastic and inspiring.*
> *Patience and friendliness create an effective English teacher. In addition, good teachers need to be well-responsible.*
> *I my opinion, an effective English teacher should be supportive and caring.*

V. DISCUSSION

Effective English teachers have been studied in numerous studies, and this study has further confirmed some significant findings. Teacher effectiveness is important because thanks to it, student learning can be motivated and enhanced. It is important to note that the student participants positively perceived about an effective teacher's characteristics. The findings cover the four groups of characteristics about English proficiency, pedagogical knowledge, communication and socio-affective skills. On the whole, the average mean scores of these characteristics are relatively high. The students emphasized some characteristics such as treating students fairly, communicating effectively and being proficient in all four skills of English. These findings were much in accordance with a previous study (Metruk, 2021).

It is relatively unexpected that the students focused most on the skills of organization and communication. This result is relatively different from a number of studies which revealed that teachers' high level of English proficiency is the most important indicator of an English teacher quality (Masduki et al., 2022). It is explainable that in this study, the students preferred their teachers to be more conversant in class instruction as this might help them understand things effectively. However, this explanation needs further investigation.

Students' less emphasis on pedagogical knowledge for an English effective teacher could be attributed to teachers' limited ability to develop necessary pedagogical skills for effective teaching. The result is relatively in accordance with previous research (Benson et al., 2020), indicating the students' poor attitudes towards science as a result of teachers' low pedagogical skills.

The students' free responses helped to enrich the quantitative data from the survey and identified two additional aspects including professionalism and personal characteristics. The results of the study corroborate the previous research undertaken in different contexts (Catano & Harvey, 2011), emphasizing several most-wanted qualities such as individual rapport, enthusiasm, sharing and being responsible.

VI. CONCLUSION

This study investigated and analyzed EFL students' perceptions of effective teachers' characteristics in a public university in the South of Vietnam. The findings showed that of the four aspects of effective teaching, the group of organization and communication skills scored the highest, followed by English proficiency, socio-affective skills, and pedagogical knowledge, respectively. Two other identified aspects were professionalism and personality characteristics.

This study can help teachers to become aware of important aspects of teaching qualities from students' points of view in order to improve themselves to meet standards for an effective EFL teacher.

REFERENCES

[1] Agrawal, A., & Goel, R. (2016). Examination phobia: A common problem of students. *Review Journal of Philosophy and Social Science*, *41*(2), 1-6. Retrieved January 24, 2023, from https://anubooks.com/wp-content/uploads/2017/02/RJPSS-16-2-13.pdf

[2] Ambrose, S. A., Bridges, M. W., Dipietro, M., & Lovett, M. C. (2010). *How learning works: Seven research-based principles for smart teaching.* San Francisco, CA: Jossey Bass.

[3] Bell, T. R. (2005). Behaviors and attitudes of effective foreign language teachers: Results of a questionnaire study. *Foreign Language Annals, 38*(2). 259-270.

[4] Benson, O., Nwagbo, C. R., Ugwuanyi, C. S., Okeke, C. I. (2020). Students' perception of teachers' pedagogical skills and its influence on their attitude towards science: Implication for science, technology and engineering careers. *International Journal of Mechanical and Production Engineering Research and Development, 10*(3), 14701-14714. https://doi.org/10.24247/ijmperdjun20201397

[5] Borg, S. (2006). The distinctive characteristics of foreign language teachers. *Language Teaching Research, 10*(1), 3-31.

[6] Bulger, S. M., Mohr, D. J., & Walls, R. T. (2002). Stack the deck in favor of your students by using the four aces of effective teaching. *The Journal of Effective Teaching, 5*(2). Retrieved January 24, 2023, from https://uncw.edu/jet/articles/bulger/

[7] Catano, V. M., & Harvey, S. (2011). Student perception of teaching effectiveness: Development and validation of the evaluation of teaching competencies scale (ETCS). *Assessment & Evaluation in Higher Education, 36*(6), 701-717. https://doi.org/10.1080/02602938.2010.484879

[8] Chandra, R. (2015). Classroom management for effective teaching. *International Journal of Education and Psychological Research, 4*(4), 13-15. Retrieved January 28, 2023, from https://www.researchgate.net/publication/313889949_Classroom_Management_for_Effective_Teaching

[9] Clement, A., & Rencewigg, R. (2020). Qualities of effective teachers: Students' perspectives. *International Journal of Advances in Engineering and Management, 2*(10), 365-368. https://doi.org/10.35629/5252-0210365368

[10] Cooper, K. M., Haney, B., Krieg, A., & Brownell, S. E. (2017). What's in a name? The importance of students perceiving that an instructor knows their names in a high-enrollment biology classroom. *CBE Life Science Education, 16*(1). https://doi.org/10.1187/cbe.16-08-0265

[11] Dadvand, B., & Behzadpoor, F. (2020). Pedagogical knowledge in English language teaching: A lifelong-learning, complex-system perspective. *London Review of Education, 18*(1), 107-125.

[12] Dincer, A., Gokhu, A., Takkac, A., & Yazici, M. (2013). Common characteristics of an effective English language teacher. *International Journal of Educational Researchers, 4*(3), 1-8.

[13] Geiger, T., Amrein-Beardsley, A., & Chan, S. (2019) Student perception surveys for K-12 teacher evaluation in the United States: A survey of surveys. *Cogent Education, 6*(1), 1-10. https://doi.org/10.1080/2331186X.2019.1602943

[14] Gultom, S., Hutauruk, A. F., & Ginting, A. M. (2020). Teaching skills of teacher in increasing student learning interest. *Budapest International Research and Critics Institute-Journal*, *3*(3), 1564-1569. https://doi.org/10.33258/birci.v3i3.1086

[15] Johnson, D. (2017). The role of teachers in motivating students to learn. *BU Journal of Graduate Studies in Education, 9*(1), 46-49. Retrieved January 28, 2023, from https://files.eric.ed.gov/fulltext/EJ1230415.pdf

[16] Kieu, H. K. A. (2010). Use of Vietnamese in English language teaching in Vietnam: Attitudes of Vietnamese university teachers. *English Language Teaching, 3*(2), 119-128. Retrieved February 2, 2023, from https://files.eric.ed.gov/fulltext/EJ1081650.pdf

[17] Kola, A. J., Sunday, O. S., & Ayinde, G. I. (2015). Teachers' effectiveness and its influence on students' learning. *Advances in Social Sciences Research Journal, 2*(4), 88-95. https://doi.org/10.14738/assrj.24.1082.

[18] Lupascu, A. R., Pânisoară, G., & Pânisoară, I. (2014). Characteristics of effective teacher. *Social and Behavioral Sciences, 127*(2014), 534 – 538. https://doi.org/10.1016/j.sbspro.2014.03.305

[19] Mahajan, M., & Singh, M. K. S. (2017). Importance and benefits of learning outcomes. *Journal of Humanities and Social Science, 22*(3), 65-67.

[20] Maher, A. (2004). Learning outcomes in higher education: Implications for curriculum design and student learning. *Journal of Hospitality, Leisure, Sport and Tourism Education, 3*(2), 46-54.

[21] Mardiah, H. (2020). The value of teachers' effective praise and feedback to adult learners to create a positive classroom climate. *Journal Vision*, *16*(2), 40-51. http://dx.doi.org/10.30829/vis.v16i1.714

[22] Margret, F., & Faas, D. (2014). Equality and diversity in the classroom: A comparison of students' and teachers' attitudes in six European countries. *Social Indicators Research, 119*(3), 1319-1334.

[23] Masduki, A., Poedjiastutie, D., & Prabowo, C. G. (2022). Teachers' English level proficiency: Do students perceive it as a threat or a chance? *Arab World English Journal, 13*(1), 72-86. Retrieved February 5, 2023, from https://dx.doi.org/10.24093/awej/vol13no1.5

[24] Metruk, R. (2021). Male and female university students' perceptions of an effective EFL teacher. *International Journal of Instruction, 14*(2). 703.718. Retrieved February 5, 2023, from https://www.e-iji.net/dosyalar/iji_2021_2_39.pdf

[25] Mohammed, A. (2021). Management problems facing EFL beginner teachers in the classroom. *Journal of Educational Research and Reviews, 9*(10), 273-281. https://doi.org/10.33495/jerr_v9i10.21.143

[26] Motiagh, F. G., Motallebzadeh, K., & Fatemi, M. A., (2014). On the effects of teacher's sense of humor on Iranian's EFL learners' reading comprehension ability. *International Journal of Applied Linguistics & English Literature, 3*(4), 1-5. https://doi.org/10.7575/aiac.ijalel.v.3n.4p.1

[27] Mrachko, A., Kostewicz, D. E., & Martin, W. (2017). Increasing positive and decreasing negative teacher responses to student behavior through training and feedback. *Behavior Analysis Research and Practice*, *17*(3), 250-265. https://doi.org/10.1037/bar0000082

[28] Munna, A. S., & Kalam, A. (2021). Teaching and learning process to enhance teaching effectiveness: A literature review. *International Journal of Humanities and Innovation, 4*(1), 1-4. Retrieved February 5, 2023 from https://files.eric.ed.gov/fulltext/ED610428.pdf

[29] Nesari, A. J., & Heidari, M. (2014). The important role of lesson plan on educational achievement of Iranian EFL teachers' attitude. *International Journal of Foreign Language Teaching & Research, 3*(5), 25-31.

[30] Park, G., & Lee, H. (2006). The characteristics of effective English teachers as perceived by high school teachers and students in Korea. *Asia Pacific Education Review, 7*(2), 236-248.

[31] Rueda, C. S., Muñoz-Martínez, Y., & Porter, G. L. (2021). Classroom instruction and practices that reach all learners. *Cambridge Journal of Education, 51*(1), 1-4. https://doi.org/10.1080/0305764X.2021.1891205

[32] Shing, C. L., Saat, R. M., & Loke, S. H. (2015). The knowledge of teaching - Pedagogical content knowledge (PCK). *The Malaysian Online Journal of Educational Science, 3*(3), 40-55. Retrieved February 5, 2023 from https://files.eric.ed.gov/fulltext/EJ1085915.pdf

[33] Sogunro, O. A. (2017). Quality instruction as a motivating factor in higher education. *International Journal of Higher Education*, *6*(4), 173-184. Retrieved February 9, 2023, from https://files.eric.ed.gov/fulltext/EJ1151832.pdf

[34] Song, L., Luo, R., & Zhan, Q. (2022). Toward the role of teacher caring and teacher-student rapport in predicting English as a foreign language learners' willingness to communicate in second language. *Frontiers in Psychology, 13*(1), 1-8. https://doi.org/10.3389/fpsyg.2022.874522

[35] Vu, V. D. & Peters, E. (2021). Vocabulary in English language learning, teaching, and testing in Vietnam: A review. *Education Sciences, 11*(563), 1-11. https://doi.org/10.3390/educsci11090563

[36] Wang, J., Pascarella, E., Laird, T. F. N., & Ribera, A. K. (2014). How clear and organized classroom instruction and deep approaches to learning affect growth in critical thinking and need for cognition. *Studies in Higher Education, 40*(10), 1-22.

[37] Wardoyo, C., Herdiani, A., & Sulikah (2017). Teacher professionalism: Analysis of professionalism phases. *International Education Studies, 10*(4), 90-100. https://doi.org/10.5539/ies.v10n4p90

[38] Yusof, F. M., & Halim, H. (2014). Understanding teacher communication skills. *Social and Behavioral Sciences, 155*(1), 471-476.

[39] Zamani, R., & Ahangari, S. (2016). Characteristics of an effective English language teacher (EELT) as perceived by learners of English. *International Journal of Foreign Language Teaching & Research, 4*(14), 69-83.

[40] Zohoorian, Z., & Faravani, A. (2021). The mystery behind how EFL novice teachers should behave to manage their classroom environment effectively and empathetically. *Journal of Research in Curriculum, Instruction and Educational Technology, 7*(4), 239-262. Retrieved February 9, 2023, from https://journals.ekb.eg/article_198537_506e37d8529bf2eb0b5bcf0eec9e44c0.pdf

Hung N. Q. Luu is an English lecturer at Can Tho University. He has been teaching English for 30 years, and currently a director of the Center for Foreign Languages, Can Tho University. He holds a BA in TESOL from Can Tho University, an MEd in Educational Leadership and Management from RMIT International University, Vietnam, and a PhD in Education from the University of Wollongong. His research interests focus on academic performance appraisal and quality assurance in higher education, social-cognitive theory in teaching and learning, and pedagogy of teaching English for young learners.