

In Search of Quality English Teaching in Nepal: Narratives, Reflections and Descriptors

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Abstract—The aim of this paper is to analyze Nepali English teachers' narrations and reflections about good English language teaching which they most enjoyed and affected their career choices. The present paper adopted narrative inquiry as a research design. The study was conducted with five participants who unfolded stories and memoirs on how they learned English. The participants shared their experiences which left indelible marks on their minds. The data were analyzed thematically in such a way that their conceptions of quality English teaching were reflected. The study indicated that teachers are instrumental in enabling learning, and they succeed most when they exhibit the behaviors that lead to the desired learning outcomes, such as excellent grades, favorable attitudes toward learning, and improved learning abilities. Good teaching is not a static, stereotyped activity that can only be accomplished by using instructional techniques. Quality English language teaching cannot be imagined without quality English teachers who are required to possess competencies like strong subject-matter expertise, pedagogical skills, contextual knowledge, passion, and the capacity to foster a friendly learning atmosphere so that they can maximize learning and are better able to accomplish increased learning. Thus, quality English language teaching places learners at the center of the learning process.

Index Terms—Quality English language teaching, pedagogical skills, contextual knowledge, content Knowledge

I. INTRODUCTION

Successful English teachers are regarded as "active" educators who maximize class time, offer content in ways that fit students' needs, keep an eye on programs and progress, and provide chances for students to apply newly learned concepts and abilities (Witcher et al., 2001). According to Berliner (1992; as cited in Khojastehmehr & Takrimi, 2009), quality teachers have the following 10 traits: (a) keep track of students' work, progress, and feedback; (b) structure lessons and communicate expectations through objectives; (c) pace instruction quickly; (d) ask questions requiring analysis, synthesis, and evaluation; (e) allow waiting time for answers; (f) communicate high expectations; (g) maintain a safe and orderly classroom; (h) promote a friendly environment; and (I) make the best use of the time they have with.

The qualities of effective instructors may be divided into three categories, according to Rouche, Baker, Mullin, and Boy (as cited in Witcher et al., 2001): motivation, interpersonal skills, and cognitive skills. This categorization closely resembles Brown's list of attributes that make up successful language instructors, which includes "technical knowledge, pedagogical abilities, interpersonal skills, and personal qualities" (p. 430).

The literature on language teaching approach frequently discusses the roles that a good teacher should play (Wright, 1987; Richards & Rogers, 1986). Watkins (2005), for example, suggests twelve roles of a teacher namely, language guide, reflector, prompter, administrator, expert resource, observer, provider of input, organizer, performer, assessor, listener, and controller, while Harmer (2007) argues teachers should be able to adopt a variety of roles within the classroom to facilitate learning: controller, prompter, participant, resource, and tutor. Teacher roles have also been discussed with reference to particular facets of language teaching and learning. Voller (1997), for example, examines the role of the teacher in promoting autonomous learning (as cited in Xiang & Borg, 2014). According to Elliott et al. (2000), the key to effective teaching is for teachers to have a thorough understanding of their pupils and the flexibility to adapt their teaching methods to meet those requirements.

According to Hiebert and Grouws (2007), among others, teachers' familiarity of their pupils has a favorable influence on how well their students perform in class. As a result, it would seem that it's essential for instructors who want to succeed to remain up-to-date on the requirements and expectations of their students' learning. The behaviors that make up excellent teaching have been the subject of several researches in the West, however, there are few of these studies undertaken in the ELT environment of Nepal. This study makes an effort to address this gap by defining the qualities of ideal English language instructors by looking at Nepalese EFL teachers' perspectives in their particular academic and sociocultural settings.

II. THEORETICAL UNDERPINNINGS

The long history of identifying behaviors linked to successful teaching has been highlighted by research in different manners. According to Beishuizen et al. (2001), "Good teachers have been studied ever since Plato explained how

Socrates taught by asking his audience questions" (p. 185). Although scholars have agreed to study this highly sought-after field, there has been significant debate over the qualities that constitute the best instructors (Raymond, 2008; Stronge, 2002).

Researchers have reportedly attempted a variety of approaches to resolve this contentious issue. According to research, teaching philosophies have a considerable impact on how instructors and students view the qualities of ideal teachers, and it has been argued that

effective teachers were viewed as 'ideal teachers' in the 1950s, 'analytic teachers' in the 1960s, 'effective teachers,' 'dutiful teachers,' and 'competent teachers' in the 1970s, 'expert teachers,' and 'reflective teachers' in the 1980s, and 'satisfying teachers' and 'diversity responsive teachers' in the 1990s (Wang et al., 2007, pp. 22-23).

Based on a growing body of research, efforts to define the behaviors and qualities associated with ideal instructors have a long history, and several criteria for describing them have been created in Europe and the USA (Campbell et al., 2003). In a study conducted in 2003, study of a sizable body of research on ideal instructors, Skilbeck and Connell identified four alternative viewpoints to pinpoint the issue. Several studies have shown, in their opinion, that the first viewpoint is connected to the characteristics of the ideal instructors, as emphasized in Banner and Cannon (1997).

The second perspective views instructors with significant professional knowledge and expertise in their sector as desirable. Shulman concurs with this viewpoint (1992). The third aspect of ideal teacher research uses student performance and achievement as its primary metric. On the basis of this viewpoint, a lot of study has been done (Cole & Chan, 1986; Anderson, 1991; Borich, 1996). Instructors who possess strong subject-matter expertise, passion, and the capacity to foster a friendly learning atmosphere are better able to accomplish increased learning, which in turn motivates students to take in what is taught in the classroom. Thus, a successful teacher is one who maximizes the achievements of students.

Given that it offers insights into the particular classroom roles that effective instructors are considered to assume, the research on the good language teacher more broadly (Brosh, 1996; Mullock, 2003) is also pertinent here. Two such studies have been conducted in relation to EFL teachers in China (Cortazzi & Jin, 1996; Zhang & Watkins, 2007). While the former drew on the opinions of students, the latter included teachers of English in tertiary institutions in China. The Zhang and Watkins' (2007) study revealed that these teachers considered sound pedagogical content knowledge (i.e., the ability to teach the subject) as the most important quality of a good tertiary EFL teacher (as cited in Xiang & Borg, 2014).

Overall, the research they present here advances our knowledge of teachers' perceptions of (1) the ideal language teacher, (2) the degree to which teachers believe they can teach in a way that reflects their ideals, and (3) the variables that mediate the relationship between ideals and practice. Such insights are helpful in fostering language teacher growth in the context of college English teaching in addition to being pertinent to tertiary language teaching contexts more generally (as cited in Xiang & Borg, 2014).

Language teachers teach in many different contexts. In order to teach effectively well in a particular situation, teachers need to acquire the appropriate contextual knowledge. If a Japanese teaching English in Nepal does not know the Nepalese Classroom situations, he or she cannot teach English effectively well in Nepalese situations. The Japanese English teacher needs to have knowledge of Nepali context and so is the case for Nepali English teacher teaching English in Japan. "Teaching involves understanding the dynamics and relationships within the classroom and rules and behavior specific to a particular setting" (Richards, 2012, p. 48). The concept of good or effective teaching varies from context to context. Schools have their own way of doing things. Each school is unique in itself. In some cultures, schools and contexts, a good teacher is one good teacher one who controls and directs learners and who maintains a respectful distance between the teacher and students. Good teaching is viewed as a teacher-controlled and directed process. In some other cultures the teacher is viewed as a facilitator. The ability to maintain a good relation and work with the students is highly valued. At the same time, strong emphasis will be given to learner independence, and the teacher respects the individuality of the learners. This study looks into conceptions of good English from the perspectives of Nepalese English teachers.

III. RESEARCH QUESTIONS

The study addressed the following research questions:

1. What are the determinants of quality English language teaching?
2. How were Nepalese English teachers taught English when they were students?
3. What are their preferred teaching styles?

IV. METHODS AND PROCEDURES

The study uses a narrative inquiry approach to explore the participants' stories about their how they learned English and their experiences of good English language teaching. Narrative research gathers information about people's lives and interprets them in light of their experiences. In narrative research designs, researchers compose narratives of personal experiences, gather and share tales about people's lives, and characterize the lives of individuals (Connellly &

Clandinin, 1990). Creswell (2016, p. 502) views narrative inquiry as "a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual." The interdisciplinary study of the processes used to create and analyze tales of life experiences (such as life histories, narrative interviews, journals, diaries, memoirs, autobiographies, and biographies) and publish that sort of research is known as narrative inquiry (Schwandt, 2007; as cited in Pandey, 2020, p. 111). The study of people's lives as they are revealed in their own narratives, together with a consideration of the significance of those events for the person, is known as narrative research.

Participants. This research included five English teachers. Regarding their age, English language competence, exposure to other languages, and other sociolinguistic traits, they were similar to one another. They were all fluent in Nepali, their native language. Also, they have expertise instructing in English at various levels of Nepali education. Currently, they have been teaching English at different campuses of Tribhuvan University, either affiliated or constituent. Due to the nature of this narrative investigation, the participants were purposefully chosen. They all have earned their M.Ed. in English education from Tribhuvan University, and they are now enrolled at the same for pursuing their M. Phil. in English education.

Instruments. The researchers collected information through an interview with the teachers. The goal of the interview was to understand more about the teachers' viewpoints on how English is taught and learned, as well as how much aid English teachers give their students in terms of knowledge acquisition. The goal of the interview was to acquire more in-depth details about how teachers' beliefs influence the decisions they make in order to handle problems that regularly emerge throughout the teaching and learning process. The purpose of the interview was to discover more about the teachers' perspectives on how the teaching and learning of English is carried out, as well as how much assistance English instructors provide in terms of knowledge acquisition.

V. RESULTS

The classroom is a dynamic setting that brings students from varied backgrounds and skill levels together. In order to fulfill the unique requirements of each student, effective teaching necessitates the use of creative and novel teaching techniques. It is always difficult to know which teaching strategies will work best with our students. There is no capsule-type solution to any problem that arises in our classrooms. So, there is a range of effective teaching strategies we can use to inspire our students. Traditionally, effective or ineffective teaching depends on teachers. They were taken as the most responsible component of teaching but at present teacher is one of the so many other responsible components. Richards (2001) has pointed out the following affecting factors of teaching: Institutional factor, Teaching factor, Teacher factor, and Learner factor. All these four are integrated factors of teaching. Here I will only focus on teaching factors only. Generally speaking, teaching is an art that needs to be unique or creative so that listeners may enjoy our class. Teaching should be completely student-centered or engaged or full of activities. Passive listening in the classroom may not be so effective and productive; therefore a teacher should be sensible to make his/ her class more active and interactive. A single factor or strategy does not work here to make our classroom effective. We can use various strategies to make our class creative and interactive. As I have described in the model class, she had used so many methods or strategies to make her class more productive.

Reflections and Descriptors. The participants were asked to describe the model English class they have come across in their life. They described English as the classes they liked. Three of the excerpts have been mentioned below. On the basis of the excerpts, I have tried to draw the characteristics of effective English teaching.

Excerpt 1

When I talk about effective class, I cannot forget Tamara Schneider, a Peace Corps volunteer from the United States who came to teach us English in our high school for 2 years. She became my favorite teacher due to her innovative and child-friendly teaching methods. She was very active and enthusiastic throughout class time. The thing that I liked most was the way she got us involved in different activities in the classroom. All of us really enjoyed in taking part group and pair work which she designed for us. I found her highly devoted to the profession because she would stay at school even after school is over so that she could help the poor students. She would spend hours teaching us how to communicate in English with different activities she designed for us. She would give us interesting assignments which were for improving our English. She would talk about her experiences of life during the interval and I found them really interesting and motivating. She would often encourage us to do voluntary work whenever we had time. Every day was a new experience in her class especially the way she would bring new anecdotes was motivating. She had amazing ability to communicate with students. She knew how to make English class full of fun. Her power point presentation was well-designed and impressive to catch the attention of students. I learned from her how to be confident in sharing things among classmates. I gained different ways of thinking and processing ideas which improved me positively. She would treat us as if we were her own kids and that made us feel really comfortable in the classroom. I never felt boring and tedious in her class. She had excellent techniques to teach grammar in a way we enjoyed. We would not realize how fast her period finished. Learning was really fun for us. I vividly remember the day when she was teaching present perfect passive. In the beginning, she showed us two pictures on power point. The first picture was the scene of an old village and the other picture was the scene of the same village that had been modernized. Having shown the pictures, she asked

us to find out the changes in between the pictures. Then, she wrote a sentence like-'A new road has been built.' Based on the same structures, we were assigned to talk about the changes in the village. In no time, we learned how to write present perfect passive sentences. Then she gave us the assignment to write a paragraph about our village or town talking about the recent changes. The best thing was we never realized that she was teaching us grammar. We all would participate in classroom activities. Most of the time, she would divide the class into different groups. Each group had to do certain tasks. So, the class used to be highly interactive. She would often encourage shy students to talk in the group. The class used to be very friendly and funny.

This excerpt presents some characteristics of an ideal English class. The teacher likes his teacher because her methods of teaching are innovative and child-friendly. The focus is here is on method. He liked her (Teacher-Tamara Schneider) because she involved the students in different classroom activities. Similarly, there are many other facets the teacher mentions that characterize effective English teaching. The other characteristics that make her teaching model are the involvement of students in pair/group work, her commitment to the profession, her involvement in helping the students, her desire to help the students, her communication skills to the students, interesting assignments and project works she gave to the students, her encouragement to students to involve in voluntary activities, her communicative ability, use of technology in the classrooms, and her treatment to the students (her child-friendly nature). The excerpt also consists of some other characteristics of model English teaching such as interesting teaching and the use of visual aids such as the use of pictures in the classrooms.

Excerpt 2

When I think about effective teaching, I always remember my respected guru Mr. Gautam Singh. He is still an active person and teaches at different level of education, i.e. school and college. Due to his effective way of teaching, he is popular not only among his students. He has passion for teaching and loves his profession very much. I still remember the day when I was in one-year B.Ed. program at S. Campus where Mr. Singh used to teach ELT course to the students of B.Ed. It was the year when B.Ed. program at our college in 2058 B.S. There were English teachers who had master's degree in English education. Mr. Singh was an M.A. in English and B.Ed. in English from TU. He had earned a name and fame in the region for his effective teaching. I also had heard popularity of Mr. Singh in the teaching field in the region. He taught us the course entitled "ELT theories and methods". One day Mr. Singh teaching was teaching us how to make lesson plans for developing reading skills at the secondary level. He talked about pre-reading activities, while reading activities and post-reading activities that the teachers need to involve their students in reading comprehension. For this, he selected the reading comprehension lesson from class nine and started to teach us how to go through the different steps of reading comprehension for reading passages. First, he related the reading comprehension passage to our real life. He asked us many questions relating to the topic. Then he talked about teaching vocabulary. He had already said that there were many methods of teaching vocabulary. He suggested us mainly five vocabulary teaching methods. They were; presented words with visual stimuli; created context to vocabulary; built confidence with word clusters, etc. He often He used different techniques to teach us. He used demonstration and miming techniques to teach us. He focused on the development of all skills of language. But the teaching technique of his vocabulary of that day is still in my memory. I have never experienced such effective way of teaching thereafter. It takes me 12 years back when I come to hear about or someone talks about teaching words meaning to learners. From that very day or from Mr. Bhatt's teaching of the word "shatter", I learned that teaching any language or topic basically depends on how a teacher can create a learning environment in the classroom for his learners. Methods and techniques applied by the teacher can make one's teaching effective or ineffective. The effectiveness of teaching is affected by the teacher's techniques.

Excerpt 2 enlists some of the characteristics of a model English class. Teachers' experiences of teaching English at different levels of education also play a pivotal role in making teaching effective. One of the reasons why the participant liked his teacher is that he is a very active person. He also loves his profession. He has a passion for teaching. The participants focused on the teachers' pedagogical skills which made him popular among his students. He often teaches his students to create context. The use of a pragmatic approach to teaching, that is, a context-sensitive approach makes English language teaching effective. The teacher also used different techniques to teach English. The participant does mention the techniques he used while teaching. Effective English teacher updated their professional knowledge so that they can develop their professional competence. To enhance the quality of their teaching and learning, "they take part in workshops, seminars and conferences. They also become members of different professional organizations (Pandey, 2020, p. 15).

Excerpt 3

Generally, he begins his class with brief introduction of the topic. He asked the students to present the slides that are assigned in earlier class. Before that he provides ample materials to prepare on the topic. When somebody presents the slides, he listens and comments them very carefully. He adds whatever is missed during the presentation. It seems that the teacher has come to class being fully prepared. I have noticed he does ask questions to the participants. I have never seen him sitting idle in 2 hours class even for some minutes. Everyone has to present the class turn by turn. The topics are selected by us. He never enforces us to do this and that for presentation. We, students, keep on snapping the slides while he presents them. The slides are really comprehensible. However, we are afraid he may not provide the slides. When he teaches, he keeps on moving from one corner to another paying attention to all. He also scrolls the slides frequently. We sometimes have the problem of snapping the slides.

Excerpt three focuses on the teachers' role. The teacher provides them (students) with the materials and asks them to present. This is how the teacher engages the students. Students are made to present the tasks assigned.

Student engagement. Teachers always should show a genuine interest in individual children in their classrooms to find out about their lives outside of the classroom, and use that information in their instruction. Teachers should ask about their out-of-school activities. While describing a model class T1 stated:

For teaching a story she had brought so many materials into the classroom. She had hung the list of characters on the cardboard on the wall with their specific roles. With the introduction of the characters of the story, she asked students to scan and note down the difficult words from the text/ story. Students were glancing at the story to find out difficult words which they do not know. After five minutes, she asked everybody to stop searching words and said them what they have to do now. She said that everyone has to share their words which they have noted down and he/she will tell them in loud voice so that everyone can listen and first she asked to the whole class if anybody knows the word that particular students have said otherwise she could tell the meaning of the words. She spent nearly 8 to 10 minutes in this activity and asked students to guess what could be the message of the story. This excerpt describes how a participant's (T1) model teacher involved his students in classroom activities.

Learning is fun. The effective English class is often enjoyable. Having fun in the class while teaching helps students retain the lesson taught the delivery process is enjoyable. The model English class makes leaning fun and enjoyable. If a teacher asks students why students participate in the activities, he or she probably hear "It's a fun". In the classroom where leaning is fun, students' motivation towards learning will also higher. If we want to keep students motivated, we have to engage them. Engaging students in activities is a problem for many ELL/ESL teachers. Good teachers optimize students' motivation and engage them in activities as they know how to make classroom a fun. T1 stated: "she had amazing ability to communicate with student. Her class used to full of fun. I never felt boring in her class." An effective classroom arouses interest on the part of students. This is one of the model classes described by a participant. So, effective English class is often full of fun.

Visualization. It is through the visual aids we make our classroom lively and interactive. T1 said "dealing academic concepts in the classroom without visual aids is boring". The concepts can be taught effectively well with help of materials. He further said "let our students be out of their seats in the classroom and make them feel to be the part of the society." Visual aid brings the outside world into the classroom so that we can make our classroom unique. The effective classroom teaching entails the use of visual aids. While describing the model class T1 further stated:

As we can see in Deborah's class she has visualized the real scenario of our society how marriage is taken in the society. She has used so many visual materials in the class rooms and practiced text- based activities in the classroom. So let our students be out of their seat in the classroom and make them feel to be the part of the society.

For T1 this Deborah's class is effective as she has brought so many visual aids in classrooms.

Use of child- friendly method. Effective language teaching uses child friendly techniques in the classroom. The techniques arouse interest among the students. The techniques also motivate the learner to learn and engage them in the classroom activities which ultimately develops positive attitude towards English. Talking about child friendly technique T2 stated:

When I talk about effective class; I cannot forget Tamara Schneider, a Peace Corps volunteer from the United States who came to teach us English in our high school for 2 years. She became my favorite teacher due to her innovative and child-friendly teaching methods.

Cooperative learning. Cooperative learning activities encourage students of mixed abilities to work together. For the effective implementation of cooperative learning we can promote small group or whole class activities. T1 reported that "cooperative learning will develop their self-confidence as well as enhance their communication and critical thinking skills which are vital throughout life." Solving mathematical puzzles, conducting scientific experiments and acting out short drama sketches are just a few examples of how cooperative learning can be incorporated into classroom lessons.

Effective use of teaching learning materials. According to Tomlinson (1998), these resources might be regarded as helpful if they assist learners learn what they want and need to learn while enhancing their knowledge, experience, and comprehension of the target language. Nepalese classroom houses of students of different backgrounds namely; educational, economic, cultural, and social. In this sense Nepalese classroom is largely heterogeneous. The use of appropriate materials in this diversity plays a pivotal role. T2 (Nani) said; the materials we use in the classroom should be related to their needs and interests. I use those materials which promote cooperative learning activities. I use materials in the classroom they make the students which the prime aim of the entire teaching learning process. The appropriate materials also help in classroom management. In this context, Murray (1991) outlined that the teacher appears to play a major role in promoting the students' learning through the use of teaching-learning resources, and these teacher traits may have a significant impact on the students' learning process. Such a practice improves the students' ability to utilise instructional materials effectively, which improves the effectiveness of English language instruction.

Use of modern information technology (ICT). The use of technology has revolutionized the way we teach. The use of ICT tools has become an integral part of our personal and social lives. The use of modern gadgets has influenced people's future professional careers. Every sector including the classroom has come under the influence of ICT. In the same way, English language teaching is also affected by the rapid growth in the use of ICT in Nepal. Without using ICT we cannot imagine teaching of English. Wang (2007, p. 1) explained the importance of technology in learning as;

Technology, as a powerful and convenient tool that can provide learners with a rich resource, a visual environment as well as an instructional platform, plays a vital role in language learning. Technology stimulates learning motivation through collaborative learning and it also improves learning efficiency by integrating classroom learning.

Likewise, talking about the significance of ICT in language learning, Mohammadi, Ghorbani, and Hamidi (2011, p. 467) concluded, "As the world progresses, the use of e-learning, electronic devices, internet, computers in teaching and learning process increases too and we have to synchronize ourselves with it and increase our abilities to be able to work with technologies to increase our knowledge". Online social networks are popular with students nowadays, and they may be utilized to help pupils learn the English language. The use of technology improves student autonomy, fosters connection, enables instant feedback, and mimics real-life scenarios and experiences using video, audio, and graphics. "The use of digital tools in English classrooms has recently gained groundswell of interest. The new tools have changed the face of English language teaching over the last few decades. Thus, "the use of digital tools in English classrooms today is inevitable" (Pandey, 2021, p. 67). The responsibilities of students and instructors have altered as a result of ICT use in the classroom. The teacher's job shifts from being only one of the information transmitters to one of a facilitator who actively participates in the learning process alongside the pupil. In the same vein, students should be more responsible for their own learning as they seek, find, synthesize, and share their knowledge with other peers.

Inquiry-based instruction. Inquiry-based instruction helps to make the classroom student-centered. To make students learn and make the learning happen T1 said; "I Pose thought-provoking questions which inspire your students to think for themselves and become more independent learners." Developing independence on the part of learners is one of the facets of a learner-centred approach to teaching. Encouraging students to ask questions and investigate their own ideas helps improve their problem-solving skills as well as gain a deeper understanding of academic concepts.

Use of pictures. The use of visual aids makes the lively and interesting. It also enhances retention. Pictures are easy to understand and use. This is one of the reasons why students like their teachers to use pictures in their classes. In his model class, T3 states: "I vividly remember the day when she was teaching present perfect passive. In the beginning, she showed us two pictures on PowerPoint. The first picture was the scene of an old village and the other picture was the scene of the same village that had been modernized. Having shown the pictures, she asked us to find out the changes in between the pictures." The use of pictures can make ELT classrooms effective as students these days live predominantly in a visual world. They are habituated to see and use visual things. The picture involves them in classroom activities through which they can talk, do, create, and reflect. The easiest way to explain the meaning of a word is to show a picture. Pictures and other visual materials are very powerful retention aids that increase understanding and motivation and the part of learners. When students understand the lesson taught, they will be motivated to learn. Moreover, today's learners have become visual learners.

Self-motivation. The most recent developments in education and the teaching of foreign languages should be followed by teachers. To stay current with the ongoing advancements in the field of education, they must continue their education. Since it strives to increase the teachers' professional competence and effectiveness, this sort of learning is sometimes referred to as professional development. The participants liked their teachers and their classes as they found them updated, and professionally competent. The teachers love the job they have undertaken. They are intrinsically motivated to teach. The lesson taught by committed and dedicated teachers will always be effective. The participant said that they liked the teachers who are honest and dedicated. The informants in this study said that the model teachers were very professional. They looked forward to trying at new things in their teaching and were positive and eager to attain new knowledge, skills, attitudes, values and dispositions. In this connection, T1 said, "I found her highly devoted towards the profession because she would stay at school even after school finished so that she could help the poor students".

VI. CONCLUSIONS

Good English language teaching is gauged by teachers' knowledge, beliefs, and skills they make use of in their practices. It is not always easy to define what good teaching is as it differs from place to place and culture to culture. Effective English language teaching and effective English teachers are characterized differently in different places. In the good language classroom, teachers are viewed as midwives and facilitators. Students are valued, and they are at the center of the whole learning process. Teachers should form close interpersonal relationships with the students, and the classroom process should foster independence and creativity in students. Students want their teachers to be encouraging, enthusiastic, and available. Although they are frequently disregarded, fairness and harmony in the classroom can be essential for good instruction. Again, awareness is all that is necessary for these procedures, not training. Thus, quality teaching germinates from quality teachers who need to possess the competencies namely content

knowledge expertise, pedagogical skills, digital competence, cognitive skills, interpersonal skills, and other personal qualities.

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