



Effective EFL teacher characteristics according to master 2 students' perceptions

خصائص الأستاذ الفعال للغة الانجليزية كلفة أجنبية حسب تصورات طلاب الماستر 2

Les caractéristiques de l'enseignant efficace en ALE selon les perceptions des étudiants de Master2

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ملخص

تهدف الدراسة الحالية إلى فحص تصورات الطلاب حول صفات الأستاذ الفعال للغة الانجليزية كلفة أجنبية. تم جمع البيانات من خلال مقابلة جماعية مركزة أجريت مع 20 طالب ماستر 2، في قسم اللغة الإنجليزية، جامعة الجزائر 2. تركز التحليل الكمي والنوعي لإجابات الطلاب على أربعة محاور: الشخصية، والمهارات، وإدارة القسم، والمعرفة الأكاديمية. نتج عن البحث التعرف على عدد من السمات العاطفية والمعرفية والسلوكية للأساتذة الفعالين. تهدف نتائج هذه الدراسة الصغيرة النطاق إلى زيادة وعي المدرسين المحتملين والمدرسين حول صفات الأستاذ المطلوبة لتدريس وتعلم اللغة الإنجليزية كلفة أجنبية بشكل فعال على المستوى الجامعي.

الكلمات الدالة: أساتذة فعالون، طلاب ماستر 2؛ تصورات؛ اللغة الإنجليزية كلفة أجنبية، تعليم عالي.

Abstract

The present study is meant to examine students' perceptions of effective EFL teacher attributes. Data were collected via a focus group interview conducted with 20 Master 2 students, at the department of English, Algiers 2 University. The mixed-method analysis of students' responses centred on four emergent themes: personality, skills, classroom management, and academic knowledge. The research outcomes resulted in acknowledging a number of effective teachers' affective, cognitive, and behavioural characteristics. The findings of this small-scale study are hoped to raise awareness of would-be teachers and teacher-trainers about the required teacher qualities for an effective EFL teaching/learning at university level.

Keywords: effective teachers; Master 2 students; perceptions; EFL; higher education.

Résumé

La présente étude vise à examiner les perceptions des étudiants quant aux caractéristiques de l'enseignant efficace en ALE. Les données ont été recueillies via un entretien de groupe ciblé, mené auprès de 20 étudiants de Master 2, au département d'anglais, Université d'Alger 2. L'analyse des réponses des étudiants s'est centrée sur quatre thèmes émergents : la personnalité, les compétences, la gestion de classe et les connaissances académiques. Les résultats de la recherche ont permis de dégager un certain nombre de caractéristiques affectives, cognitives et comportementales de l'enseignant efficace selon les perceptions des étudiants. Les résultats de cette étude à petite échelle devraient sensibiliser les futurs enseignants et les formateurs aux qualités requises pour un enseignement/apprentissage efficace de l'Anglais langue étrangère à l'université.

Mots-clés: enseignants efficaces; Étudiants en Master 2; perceptions; ALE; l'enseignement supérieur.

Introduction

There is an overall agreement on the pivotal role of teachers in education, since they are often viewed as a source of knowledge and important role models for students. It follows that considerable research has been conducted on teacher effectiveness in education in general, but actually less in the EFL context. Besides, most studies focused on the characteristics of effective teachers; however, few turned attention towards the distinction of these properties according to students' perceptions, mainly in the Algerian context.

This study was undertaken with the intention of bringing forth EFL Master 2 students' perceptions regarding characteristics of effective teachers. To this end, twenty Master 2 students were selected for a focus group interview, at Algiers 2 University. Within the parameters of descriptive methodology, this inductive inquiry aimed at understanding the research problem from the perceptions and learning experiences of the respondents. The elicited views were subjected to qualitative-quantitative analysis after thematic coding of students' responses according to four main teacher attributes: personality, skills, classroom management, and academic knowledge. Practically speaking, in order to understand the research problem, the questions raised during the focus group interview required the students to:



- Identify or list six characteristics of an effective teacher.
- Rank these six characteristics in terms of importance.
- Explain the importance of these characteristics.

Teaching and learning are intricately related; therefore, learners' perceptions are of paramount significance to understand the qualities of effective teachers and advance the educational system at large. Constituting an addition to the existing literature, this small-scale exploration provides an interesting student narrative about effective teachers' characteristics according to three overlapping dimensions: cognitive, affective, and behavioural. Thus, this study will contribute to investigating the gap between students' and teachers' perceptions of effective teaching, and will trigger a further exploration of this crucial facet of higher education.

1. Literature Review

Teaching is often defined as the process of imparting knowledge to a group of learners in a specific setting. Teachers have long been considered as knowledge providers; however, recent studies have turned to several teacher attributes that go beyond subject-matter competence. According to Brown (2000), teaching cannot be defined apart from learning, and he believes that "Teaching is guiding, facilitating, learning, enabling the learners to learn, and setting the condition for learning" (p.7). Thus, the main role of the teacher is to facilitate learning.

In turn, Merriam, Caffarella, & Baumgartner (2007) define learning as "the process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views" (p.277). Learning is effective when learners are provided with a variety of learning models to develop their learning habits. These models are provided by teachers. Also, learning is effective when teachers acknowledge learners' differences and preferences and cater to their cognitive, affective, social, and psycho-motor needs. These goals require engaged and effective teachers.

Chen (2017) explains that teacher effectiveness is measured according to students' learning results and academic progress and not according to the amount of content delivered by the teacher. Effective teaching is believed to have a positive effect on students' learning ability and can promote curriculum reform. It can stimulate students' motivation to learn and promote lifelong learning.



Ibad (2018) equally contends that there is a renewed concern for teacher quality in higher education and that students' views are deemed crucial for teacher effectiveness evaluation and a remedy for deficiencies in the teaching of higher education faculty. Additionally, Chan (2018) states that "Student ideals of teaching might affect the quality of classroom interaction, their learning, attendance, and even career choice" (p.41). This provides a strong argument for identifying teacher characteristics according to students' perceptions.

1.1. Characteristics of effective teachers

Educationalists often maintain that there is no fixed formula for good teaching and that different people make good teachers for different reasons. Basically, the teacher is often asked to be helpful, patient, imaginative, energetic, mature but first of all competent in his/her subject-matter. According to Harmer (1998, 2007) and Brown (2000), the teacher performs different roles, among them: controller, organizer, assessor, tutor, observer, participant, motivator, needs analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher and professional.

Harmer (2007) believes that what makes a good teacher relates more to the relationship between the teacher and the students, and so good teachers care more about their students' learning than they do about their own teaching. Arends (1997) adds that a good teacher is a person who motivates students and who fosters their academic achievement and guides them toward important social, moral, and ethical goals. Thus, the teacher should be interesting to create a lively atmosphere where communication and interpersonal relationships are possible.

In this context, Saafin (2005) advocates a set of teaching behaviours and qualities including the use of a variety of teaching approaches, techniques, and activities that meet students' interests, the provision of language practice and students' interaction, showing respect and establishing a friendly relationship with students, as well as being enthusiastic and patient. Good, Wiley, and Florez (2009) add practices such as scaffolding students, aligning content to curriculum goals, and adopting goal-oriented assessment. Buela & Mamman (2017) also maintain that teachers' effectiveness is influenced by their communication, expressive skills, personality, and ability; and that effectiveness is a matter of teacher's positive dedication, autonomy and guidance to others. It may be important to add that "personality includes



inborn features which lie in the perceptual sphere, whereas ability comprises cognitive features of bringing theory to practical instances” (Raymond, 2008, cited in Ibad, 2018, p. 164).

Arguably, effective teaching can be defined in many ways including mainly teacher beliefs and personality, teacher knowledge and competence, and teacher behaviour including classroom management skills and teacher-student relationship. Nevertheless, students’ perceptions of effective teacher characteristics are highly valued and deserve close consideration.

1.2. Previous research on students’ perceptions of effective teachers

Substantive research has been held during the past two decades on teacher qualities, in different EFL contexts all over the world. However, few studies elaborated on learners’ perceptions. In fact, there is a growing belief among researchers that students are capable of identifying effective teaching characteristics from their perspective and that their feedback can be useful in improving teaching effectiveness and developing course content.

Saafin (2008), for example, found that students in the United Arab Emirates considered the academic aspect as essential, but the human aspect as crucial for judging their effectiveness. The results highlighted mainly instructional skills and interpersonal rapport. Saafin explains that “Teachers and students are partners in the teaching and learning process and if one of these parties does not accept the other, this process will definitely be negatively affected” (p.10). These Arab students felt that helpfulness and flexibility in dealing with others are important teacher features. Saafin believes that this kind of quality can be related to the local Arab culture.

In Kourieos & Evripidou’s study (2013), Cypriot students considered effective language teaching to be related to a more learner-centred approach to language learning and teaching, and to a more assisting, mediating role for the language teacher. According to the participants, teacher effectiveness is not related to authoritarian behavior but rather to the consideration of students’ individual differences, language anxiety, abilities and interests. In addition, they saw effective teachers as designing appropriate learning environments where students are engaged in meaningful classroom interaction and authentic language practice.

When asked about effective and ineffective teacher characteristics, Indonesian students for their part reported the following features: teacher’s



personality, teacher's appearance, teacher's classroom performance, material mastery and classroom management (Khaerati, 2016). Besides, Amakyi and Adu-Aboagye's study (2016) showed that among the 39 effective teaching characteristics identified by Ghanaian students, teacher preparation was considered the most important feature, a finding that the authors noted congruent with many other pieces of research. Pakistani respondents, however, focused on personality and ability traits in their descriptions (Ibad, 2018).

Additionally, Chan's study results (2018) revealed three main themes describing good teachers according to Chinese students: teaching approaches and content, teacher-student relationship, and teacher's personal characteristics and roles. It is worth underlining the fact that these students perceive teachers' personal aspects inter-relating with their teaching methods and relationship with students. Similar results are found in (Wangdi & Shimray, 2022), where Thai students pointed to four main characteristics of effective EFL English teachers: teachers' classroom instruction skills, their subject matter knowledge, pedagogical knowledge, and socio-affective skills. Finally, it is noteworthy that Bala1 & Rani's study results (2017) revealed a significant difference between the perceptions of the male and female Indian students towards effective teaching in Higher education, though other researchers (such as Metruk, 2020) did not conclude to any statistically significant difference between them.

To conclude, students' perceptions of effective teachers can be classified into different categories: personal/affective, behavioural/interactional, and cognitive/academic. The mentioned studies revealed that academic knowledge and subject-matter mastery, ability for knowledge delivery and assessment skills, personal traits, classroom-management and teacher-learner relationship are among the puzzles that form the overall picture of the effective teacher. Thus, it is interesting and significant to consider Algerian students' perceptions of effective teacher attributes and provide as such another puzzle to the effective EFL teacher portrait.

2. Methodology

The study was undertaken with the intention of introducing Master 2 students' perceptions regarding effective EFL teachers' characteristics, according to their experiences and expectations. Within the parameters of descriptive research and inductive inquiry, the researchers used a focus



group interview to investigate respondents' experiences in detail with the purpose of generating data that would clarify the research theme.

2.1 Setting and participants

Data for this study were collected from 20 students enrolled in a two-year Master degree in Applied Linguistics and TEFL, in the Department of English, University of Algiers 2. The sample consisted of 20 students (9 males 45% and 11 females 55%), and it was divided into two groups each one involving Ten (N=10) participants.

Purposive sampling method was used to select the twenty students from Master level to participate in the focus group interview. Most students chosen for this interview can be regarded as good achievers according to their academic records; they had good command of English and thus were able to express themselves clearly and efficiently. Another reason for selecting these participants was related to their specialism: the fact that the specialization of the participants is applied linguistics & TEFL facilitated the interview and the students had the necessary knowledge and vocabulary to answer the questions.

2.2 Research tool description

Data in this piece of research were collected using a focus group interview, in which informants were invited to answer questions about the traits of effective teachers relying on their experiences, views and opinions as students and future teachers. Focus group interviews are convenient when investigating University students' experiences and perceptions because they are built on what students are already used to doing: such as exchanging ideas with peers and teachers during classes. They are also favourable as they are meant to generate straightforward responses since, they boost memories that may arise through prompting by other participants' comments.

The group interview is structured around three major questions:

- *Would you please identify or list six characteristics of an effective teacher?*
- *If you were asked to rank these six characteristics in terms of importance, which one will be the most important and the least important?*
- *Would you please explain why these characteristics are important?*

Thus, the interviewees were invited to list six characteristics of an effective teacher according to their own opinions, to rank them from in order of importance, and to provide an explanation for each characteristic. The



research tool allowed students to identify the attributes of a good teacher instead of merely agreeing or disagreeing with a set of predetermined qualities. This method proved to be useful and successful as informants provided affluent descriptions, examples and very accurate portraits of effective teachers.

2.3 Procedure of data collection and analysis

The first step in this research was to select a group of twenty Master students. Then, by the end of the third semester, when students were in the process of writing their dissertations, a focus group interview was conducted with the selected participants. It was decided to divide the group of 20 students into two sub-groups and therefore to conduct two interviews instead of one with the same preset questions for convenience purposes. This was to better manage the interview and allow all participants to express themselves as well as ensure that the interview does not last long and tire the students and the interviewer.

A mixed-method approach was used to analyze the data obtained from the interview. This analysis involved both the qualitative and quantitative data analysis techniques in a sequential manner, starting with the qualitative analysis, followed by the quantitative analysis that built on the qualitative analyses results. The first step involved an exploratory mode of inquiry to analyze students' responses regarding their perceptions of the characteristics of effective teachers. This step involved transcribing the interviewees' responses and reading them several times to identify the passages and keywords linked to a common theme or idea, allowing the researchers to index the responses into categories.

The second step in this analysis was meant to establish a framework of thematic ideas about what constitutes a good teacher and identify a number of themes pertaining to students' perceptions and determine the emergent themes and sub-themes or categories (Gibbs 2007). The third step of the qualitative-quantitative analysis involved using descriptive statistics to analyze the hierarchical structure of the emergent themes, i.e. each theme was quantified by calculating the frequency of its occurrence, and percentages were computed to determine the prevalence rate of each theme. In other words, axial coding was adopted in order to sort out the coded categories into groups organized in a hierarchical fashion. The percentages of responses were then graphically displayed to allow a holistic view of the



results, and they were used to draw conclusions about the prevailing characteristics of an effective teacher.

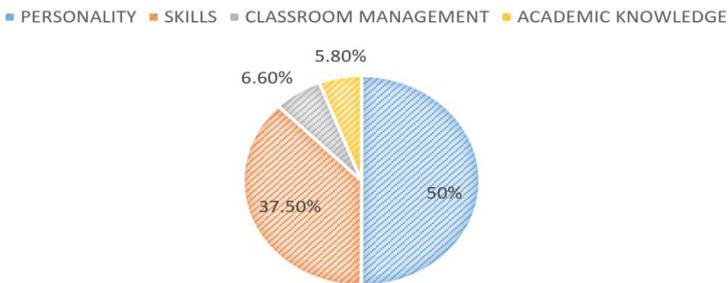
3. Results and Discussion

Twenty Master students were interviewed and asked to identify six qualities of effective teachers, rank them in terms of prevalence and explain the importance of each quality. A content analysis of responses revealed a number of characteristics that many Master students considered to portray effective teachers, and these descriptions have been grouped into four overarching and emergent themes, in order of endorsement level, to give way to the following percentages: Personality (50%), Skills (37.5%), Classroom management (6.66%) and Academic knowledge (5.88%) as displayed in the table and the figure below:

Table 1. Emerging Themes

Themes	Personality	Skills	Classroom Management	Academic Knowledge
Number of occurrences	60	45	8	7
Percentage%	50%	37.5%	6.66%	5.88%

Figure 1. Emerging Themes



It seems apparent that personality and teacher skills are the most cited teacher qualities, aligning mainly with Pakistani students and the research findings of Ibad (2018). The students' responses, views and comments formed the basis for major themes with some comments appearing in more than one category. Under each theme, the respondents' particular features and explanations are displayed and discussed below.



3.1 First emergent theme

‘Personality’ was the most endorsed theme, with 50% of the sample providing a response that fell into this category. The most pertinent entries relating to this category were as follows (noting that ‘S’ stands henceforth for ‘Student’):

S10: ‘...showing care for the students’

S5: ‘A good teacher enjoys his teaching, profession and conveys his love of the profession and this teacher will inspire his students’

S5: ‘Being patient with students is very important mainly for those who face difficulties while learning’

S2: ‘Positive energy will lead students to be more motivated to study and learn’

S3: ‘Spending hours in class may cause boredom for students. A good teacher laughs with his students and makes them laugh by telling jokes at the right time’

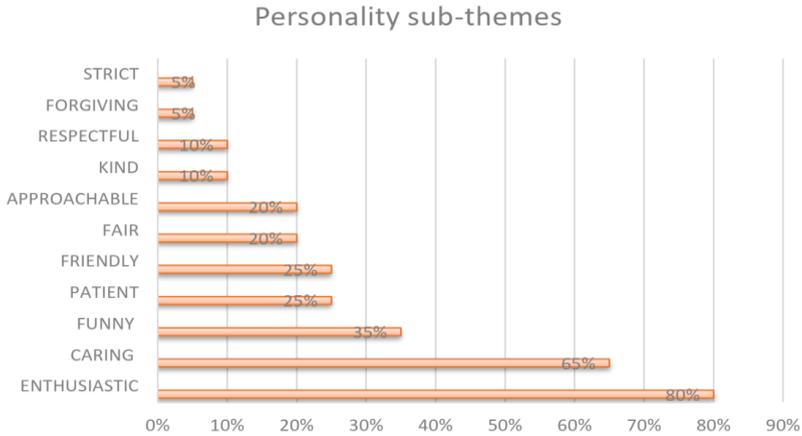
Accordingly, under the theme of personality, respondents used eleven adjectives to describe effective teachers: *caring, humorous or funny, fair, kind, forgiving, enthusiastic, approachable, respectful, patient, strict, and friendly* as displayed in the table and figure below:

Table 2. Sub-themes related to personality

THEME 1/ PERSONALITY		
SUB-THEMES	N	%
ENTHUSIASTIC	16	80
CARING	13	65
HUMOUROUS/FUNNY	7	35
PATIENT	5	25
FRIENDLY	5	25
FAIR	4	20
APPROACHABLE	4	20
KIND	2	10
RESPECTFUL	2	10
FORGIVING	1	5
STRICT	1	5



Figure 2. Sub-themes related to personality



The informants explained that teachers should be primarily passionate about their job in order to inspire their students. They should also manifest positive energy, enthusiasm, care, and patience. These responses go hand in hand with those of Arab students where Saafin (2008) explained that most students believed that the teacher’s human aspect overrides the academic one. A similar emphasis on personality as the most important effective teacher property is validated by Indonesian students (Khaerati, 2016). In addition, like Cypriot students in Kourieos & Evripidou’s study (2013), Algerian students seem to favour teachers who care more about their students and cater to their needs and differences; they also disfavour authoritarian and strict teachers.

3.2 Second emergent theme

The second emergent theme is ‘skills’, with nearly 38% of the respondents’ providing answers that relate to effective teachers’ abilities and skills. The major entries relating to this category were as follows:

S1: *‘When a teacher comes to class prepared with lesson plans that achieve the objectives of the curriculum... and equipped with updated resources that take into consideration the students learning styles and multiple ways to explain ideas then instruction time is not wasted and students benefit from their learning experience’;*

S5: *‘When something is wrong, the teacher should adapt and find solutions mainly when there is a problem in his teaching or his lessons... the teacher*



must use imagination and a variety of strategies and techniques to stimulate students and reach them'

S6: *'in order to teach effectively, the teacher needs to explain the course to the learner in a clear way by providing examples and details ...'*;

S9: *'reflective teachers never stop evaluating their practice, this will enable them to maintain awareness of their methods and objectives and improve their decision making'*;

S11: *'Lessons that are not prepared are subject to failure no matter how experienced the teacher is. A well-prepared lesson offers thought objectives and a variety of activities that can be well structured and timed. It enables the teacher to anticipate problems and offer solutions. Teaching without any planning leads usually to chaos on all levels.'*

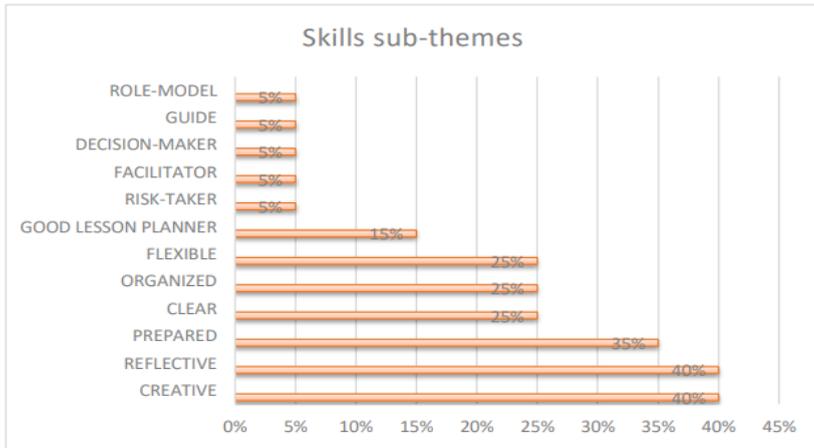
It follows that twelve characteristics relating to the theme of teachers' skills were identified, and descriptions of this theme include features such as: *prepared, clear, organized, reflective, flexible, good lesson planner, risk-taker, facilitator, decision-maker, guide and role model* as it is shown in the following table and figure:

Table 3. Sub-themes related to skills

THEME 2/ SKILLS		
SUB-THEMES	N	%
Creative	8	40
Reflective	8	40
Prepared	7	35
Clear	5	25
Organized	5	25
Flexible	5	25
Good lesson planner	3	15
Risk-taker	1	5
Facilitator	1	5
Decision-maker	1	5
Guide	1	5
Role-model	1	5



Figure 3. Sub-themes related to skills



These results reveal that Algerian students support principally teacher creativity, reflection, and preparedness. They also advocate vital teaching skills such as clarity, organization and flexibility. In fact, they agree more with Ghanaian students about the uppermost role of teacher-preparedness (Amakyi & Adu-Aboagye, 2016) and less with Cypriot students who advocate a more supportive and mediating involvement of the teacher (Kourieos & Evripidou, 2013).

3.3 Third emergent theme

‘Classroom management’ was the third emergent theme, with nearly 7% of the sample providing a response that fell into this category. Some examples of the informants’ responses under this theme include the following:

S13: *‘The class is a small community in which there are rules to follow, and tasks to be performed by each student; they need to collaborate and work together to build this community’;*

S10: *‘It is highly important to communicate with the learners and listen to their opinions and respect them. By doing this, he will understand his learners and their needs better.’*

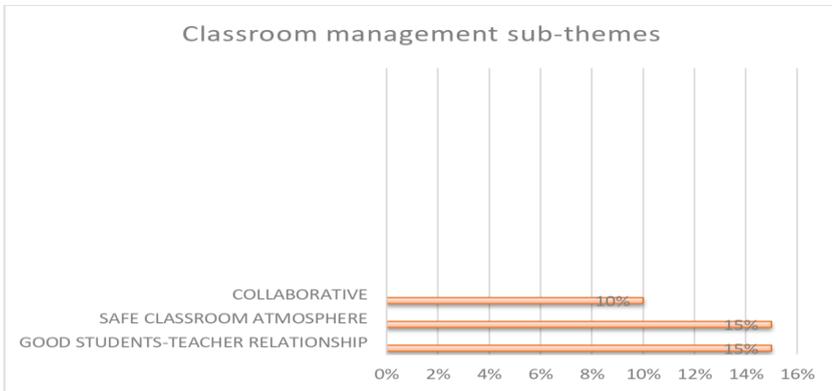
Consequently, three characteristics related to classroom management were identified: *Good students-teacher relationships, safe classroom atmosphere and collaborative*, as displayed in the table and figure below:



Table 4. Sub-themes related to classroom management

THEME 3/ CLASSROOM MANAGEMENT		
SUB-THEMES	N	%
Good students-teacher relationship	3	15
Safe classroom atmosphere	3	15
Collaborative	2	10

Figure 4. Sub-themes related to classroom management



Though classified in the third position of teacher qualities, good teacher-student relationship, a safe classroom atmosphere, and collaboration are considered by many Algerian students as socio-affective aspects of eminent value for effective teaching, conforming as such to Chinese and Cypriot students’ ideals (Chan, 2018; Kourieos & Evripidou, 2013). The respondents explained the importance of communication and interaction between teachers and students (Arends, 1997; Saafin 2005), pointing to the social dimension of the language classroom where collaboration and community building are primary teaching and learning goals (Saafin, 2008).

3.4 Fourth emergent theme

The last emerging theme was ‘academic knowledge’, with a percentage of nearly 6%. Examples of entries related to this sub-theme include the following:



S3: 'The teacher should be cultivated to answer his students' questions when they are not related to his subject matter';

S8: 'When the teacher masters the subject matter, he is prepared to answer questions and keep the material interesting for students';

S9: 'Qualified and well-informed of their subject matter with a strong sense of open-mindedness';

S11: 'A good teacher is the one who knows quite a lot about his subject. However, in language learning for instance this is not enough because the teacher needs to familiarise himself with his learners' own knowledge of the world. only when that happens, lessons will make sense to the learners who can implement what they have learned in their real-life context';

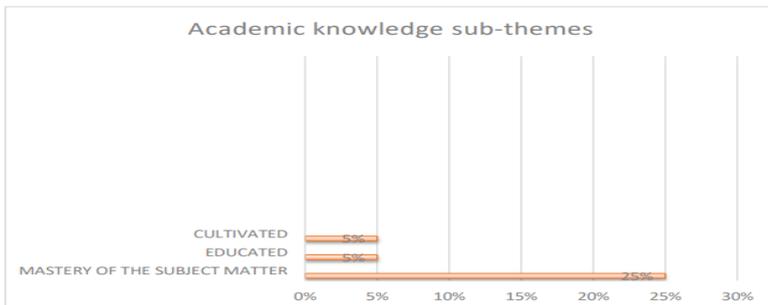
S15: 'Learning is the aim of teaching; hence, teachers should be well equipped and have knowledge not only about procedures and techniques but also about the content they teach.'

Three characteristics related to academic knowledge were thus derived: *mastery of the subject matter*, *educated* and *cultivated* as shown in the table and figure below:

Table 5. Sub-themes related to academic knowledge

THEME 4/ ACADEMIC KNOWLEDGE		
SUB-THEMES	N	%
Mastery of the subject matter	5	25
Educated	1	5
Cultivated	1	5

Figure 5. Sub-themes related to academic knowledge



The results under this category revealed that Algerian students are aware of the vital role of subject-matter mastery to ensure effective teaching. Interestingly, this teacher attribute which prevailed once in traditional classrooms has become of minor consideration in comparison with the more affective, social, and a behavioural teacher skill, as indicated in most studies cited above, except for Thai students who valued classroom skills and subject-matter mastery over socio-affective skills (Wangdi & Shimray, 2022). Besides, the informants claimed that teachers should not only be knowledgeable of the subject-matter, but also cultivated enough to meet students' learning aspirations. They also affirmed that teachers should strive to facilitate learning (Brown, 2000).

Overall, the most important effective teachers' characteristics according to students' responses are: enthusiastic, caring, creative, reflective, prepared and funny. The least cited characteristics, however, are strict, forgiving, risk-taker, role-model, guide, facilitator, decision-maker, educated, and cultivated. Thus, one can conclude that the main effective EFL teacher qualities, according to Algerian students, relate mainly to teacher personality and teacher ability or skills. Nevertheless, one should highlight the overlap between the different teacher characteristics and note the interrelationship between teachers' personal traits and their teaching methods, as indicated by Chan (2018). It is equally noteworthy that female respondents supported more teacher personality features while male informants went for teaching skills. This gender-based distinction corroborates Bala1 & Rani's finding (2017) concerning a discrepancy between male and female perceptions of effective teacher features.

Conclusion

This paper has attempted to shed light on effective EFL teacher characteristics through the lens of Algerian Master 2 students. The major findings of the focus group interview led to acknowledging teacher attributes in what concerns the cognitive, affective, and behavioral dimensions. Particularity, the informants under this study opine that teacher personality and teacher ability or skills are the hallmarks of effective teachers. It may be argued that these Algerian students favour more *who teachers are* (affective dimension) and *what they can do* (behavioural and interactional dimension), rather than *what they know* (cognitive or academic dimension). Effective teachers must be competent in their subject-matter and have the necessary pedagogy to deliver it skillfully; however, they have to be first passionate



about their job and willing to inspire their students with their personal traits and motivation.

The findings of this small-scale study are hoped to guide EFL teachers to better understand themselves and the needs of their students. Policy makers for their part could include these characteristics of effective teachers as a compulsory part of their teacher evaluation instruments. Additionally, teacher training could be adjusted to equip teachers with the appropriate knowledge, skills and behaviour to address classroom-related challenges and obstacles. They can develop accordingly a battery of teaching skills and strategies to level up quality teaching and learning at university level. Nonetheless, the researchers recommend enlarging the study to all levels in the department of English, to adopt a gender-based approach to consider male and female perceptions and beliefs, and to associate learners' and teachers' perceptions for a more comprehensive view of effective EFL teaching. Ultimately, the evaluation of both students' and teachers' perceptions would contribute in improving the efficacy of quality assurance management in Algerian tertiary education.

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