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GENDER DIFFERENCES IN PERCEPTIONS OF GOOD AND EFFECTIVE ENGLISH TEACHER

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ABSTRACT

This study aims to investigate how males and females view the meaning of a good and effective English teacher. The study was conducted in SMA Negeri 1 Banjar and carried out using a descriptive qualitative research method with an open-ended questionnaire as an instrument distributed to 83 students. The data were collected through open open-ended questionnaire by provided 10 statements regarding the characteristics of good English teachers and 10 statements about effective English teachers. Male students consider the teacher-student relationship more important, or more precisely, a relaxed and calm state due to a good relationship between teacher and student in declaring a good English teacher, while female students consider the instructional competencies of teachers more important in declaring a good English teacher. Then regarding the opinions of male and female students about the most important character to declare an effective English teacher, they choose different characters, but both refer to the teacher's pedagogical ability, especially in understanding students' abilities and characteristics, because if they already have good abilities in understanding character and student abilities, the impact will also be very good on student learning outcomes.

Keywords: *English teacher, Effective teacher, Good teacher, Perceptions, Gender*

INTRODUCTION

Education is a process of learning and independence of a student, where the educator as a teacher formulates a learning plan that will be achieved following the competence of students. The teacher is the main subject and is a source of knowledge. The success of students in mastering English depends on how the teacher can create an effective and conditional learning atmosphere following the needs of students. Teachers can direct students in the right direction to understand all English learning materials and can apply them well (Naibaho, 2019). Becoming a teacher is a complex job because the teacher's task is not only to explain material

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in front of the class but the teacher must also be able to organize classes, apply pedagogy skills in class, and be able to work together with different characteristics of students (Jabri, 2017). To fulfill the 4 competencies of being a professional teacher, several things must be considered by the teacher (Jabri, 2017), namely, understanding the curriculum and teaching materials, concepts, methods and professional teachers must have good skills in planning learning and achieving learning objectives. There are two categories of characteristics of English teachers in learning, namely effective teachers and good teachers.

According to Gibbs (2002) quoted by (Moreno Rubio, 2009), an effective teacher must be focused, flexible, and innovative in developing a learning approach and be prepared for all possible failures in the process. Teachers have a significant influence on student achievement and have clear learning objectives and teaching targets. Because of these factors, teachers must be able to implement effective strategies in their teaching. Effective teachers focus on student achievement. Teachers are supposed to be able to understand their students so that students feel more motivated while learning. In addition to being able to choose instructional strategies and methodologies, teachers must be ready to establish a more engaging learning environment in the classroom.

Creating a welcoming learning atmosphere is another way to increase student motivation. Teachers must be innovative to make the learning material understandable to students and to create a positive learning atmosphere. The innovation in question is a notion or idea that can be thought through and adopted through specific stages of technology application. Students' perceptions of teachers have an impact on their motivation and enthusiasm for learning, 2012 According to Sidhu (2003), student perceptions are the learner's viewpoint on a situation that arose during the learning process. Different characteristics of learners can be viewed from various perspectives, ranging from gender differences.

Gender difference is one of the characteristics of students that can be identified. Several studies have shown several prominent differences between males and females, both in terms of participation in the learning process, to differences in learning styles and learning outcomes. Based on research conducted by (Masruri et al., 2014) there are differences in characteristics between female and male students which can be distinguished based on observations of the conditions of active learning, where male students in one class tend to be more active in discussion and activity orally. Given the importance of information on students' perceptions of effective English teachers, this study aims to investigate how females and males view the meaning of a good and effective teacher. Through this research, students are allowed to express their opinions and expectations about an effective teacher, so the information provided will help teachers improve the quality of their teaching to meet their students' needs. The perceptions of all SMA Negeri 1 Banjar 11th-grade male and female students regarding the characteristics of good and effective English teachers will be compared in this study.



THEORETICAL FRAMEWORKS

Theory of Perceptions

In the English Indonesian Dictionary, the word perception means "vision" or "response". Perception is the process of taking in information by the five senses, then processing it, and interpreting it to become a view (Mulya & Almah, 2020). Perception can also be defined as a meaning that is shown by someone between their past experiences and stimuli received through their five senses (Sumali, Surasni, & Khair, 2021).

Perception is influenced by several things, such as personal effect which refers to differences in the perceptual ability of each individual that influences the perception that will be issued, cultural effect refers to a person's place of residence where the culture of the environment will affect the person's perception of seeing something, and physical effect refers to the natural conditions of an environment (Hamzah & Nasri, 2020). According to Mola (perspective is divided into two types, namely positive perspective and negative perspective. Both are formed by three main components, namely selection, interpretation, and rounding.

Theory of a Good Teacher

According to Thompson et al. (2007), to get a positive response from students, teachers should concentrate on the theme of caring for them. It should be remembered, though, that an effective teacher's approach should complement the learning objectives. A good teacher should be connected to two key elements of the teaching and learning process: the subject matter expertise of the teacher and the instructional skills of the teacher (Nurrina et al., 2018). In addition, a good teacher can encourage positive student emotions as well as critical thinking and creativity, be sensitive to students' feelings, and maintain respect (Wichadee & Orawiwanakul, 2012). A good teacher is described as an active teacher. They are encouraged to make good use of their time for doing lessons, presenting skills, and leading class activities to help students acquire new concepts (Clarke & Watts-Taffe, 2014). There are three main categories: instructional competence, personality, and teacher-student relationships. Instructional competencies, including teachers' abilities to create student-centered classrooms, provide sufficient content knowledge, and maintain a professional demeanor, were the most valued of the three categories by students (Witcher et al., 2003). Teacher personality, on the other hand, relates to the individual traits that instructors bring to the classroom, and can be understood including their level of patience and understanding, the warmth they display, their willingness to get to know their students, and so on.

Theory of an Effective Teacher

Effective teachers are an important component of the educational process that teachers must understand to improve their teaching for their students. An effective teacher is a teacher who can encourage his students to learn and develop a love of



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learning while providing them with excellent instructions and assistance in understanding the material (Shishavan, 2009). In addition, an effective teacher is referred to as an "active" teacher who makes the best use of class time, presents content in a way that suits student needs, oversees student programs and development, and provides opportunities for students to place newly learned concepts and concepts skills into practice. An effective language teacher for students, according to (Pierson and McNeil 2000), is a teacher who can develop learning content, pedagogy, and technology simultaneously. English teachers must use strategies and assist students in realizing their full potential because it is thought that if they can foster a positive learning environment, students will feel motivated and stronger (Maulana et al., 2017). On the other hand, Kounin (1970) states, that an effective teacher must possess the following skills: the capacity to effectively address disruptive behavior from students, establish and manage a competitive and stimulating atmosphere, and provide clear instructions to facilitate and sustain concentrated group projects.

Theory of Gender

The word gender comes from English which means sex. According to Cixous in Tong (2004: 41), gender is defined as "the visible difference between men and women in terms of values and behavior". Meanwhile, according to Kristeva in Tong (2004: 42), it is explained that gender is "a cultural concept that refers to the characteristics that distinguish between men and women both biologically, behaviorally, mentally, and socio-culturally". Gender identity is defined by social processes that people go through to conform to daily definitions (Helmie, 2018). Because of this, individuals of different genders would likely behave and think differently about certain things (Poggio, 2006). From several definitions of gender, it can be concluded that gender is the difference between men and women both culturally and emotionally but have the same rights.

METHOD

This study was carried out using a descriptive qualitative research method. Qualitative research methods are research procedures that produce descriptive data in the form of written or spoken words from people and behavior that can be observed as they are. According to Fossey et al., (2002), qualitative research aims to address questions concerned with developing an understanding of the meaning and experience dimensions of humans' lives and social worlds. The researcher chose to use this design because the researcher would obtain an in-depth and comprehensive picture of students' perceptions regarding the characteristics of good and effective English teachers based on gender differences in students at SMA Negeri 1 Banjar. Where data was collected through open-ended questionnaires providing 20 statements (10 statements regarding the characteristics of a good English teacher and 10 statements regarding the characteristics of an effective English teacher) and distributed through *Google Forms*.



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The data analysis technique is a process of arranging data sequences, organizing them into a pattern, category, and basic descriptive unit so that themes can be found and working hypotheses can be formulated based on the data. Through a series of these activities, qualitative data can be simplified so that it is easier to understand. According to Miles and Huberman (1994), qualitative data analysis is data collection, data reduction, presenting data, and drawing conclusions. The first stage is Data Collection, in this study, the data were collected through a perception questionnaire and focus group discussion. The second stage is Data Reduction, in data reduction, the researcher selects the data by removing or reducing the data which is not related to the focus of the research. The data were transcribed and attempted to select only the data related to the topic of how students perceived good and effective English teachers. The third stage is Data Display, in this stage, the data is reduced and displayed based on the research problems. The selected data was coded by F for Females and M for males in purpose to find the differences between the two subjects. In the data display, the selected data is displayed in the form of evidence from the result of the questionnaire and focus group discussion then the result is explained descriptively to make it clear. The last stage is Conclusion Drawing and Verification, the researcher transfers the data display into conclusion drawing by analyzing the findings into discussion and implications.

FINDING AND DISCUSSION

The final data that the researcher collected and reduced are 83 valid data with 53 female students and 30 male students from 91 total questionnaires that were already filled by the students. The difference in their gender reveals that students have different perceptions about the characteristics of a good and effective English teacher. The data from the self-ranked questionnaire indicate that male and female students have different perceptions of the characteristics of a Good English teacher and an Effective English teacher.

Table 1. Male Students' Perceptions about a Good English Teacher

Rank of the importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=9 or 30%)	Can be a good friend for students
RANK 2 (m=6 or 20%)	Provide activities that arouse students' interest in learning English
RANK 3 (m=5 or 16.7%)	Create a fun and interesting learning atmosphere
RANK 4 (m=5 or 16.7%)	Understand the strengths and weaknesses of each student
RANK 5 (m=3 or 10%)	Cares about all students



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RANK 6 (m=1 or 3.3%)	Provide the same opportunities to all students
RANK 7 (m=1 or 3.3%)	Respect the ideas of all students without discrimination
RANK 8 (m=0 or 0%)	Forming group work between students without discrimination
RANK 9 (m=0 or 0%)	Provide opportunities for students to explore their creative thinking
RANK 10 (m=0 or 0%)	Remember the names of the students in class

For this self-rank questionnaire students have to put a number in the left column of the table with the instruction: (Please provide the degree of importance for the following values of a good teacher by writing the number on the left column. 1 is the most important, 10 is the least important). The data reveal that the most important value for a good English teacher is can be a good friend to students with the highest percentage is 30%. This is in line with the result of research by Chuyun Hu (2020), who found that a teacher must be friendly with students, and a good or friendly relationship with students must occur in the classroom and outside the classroom. A good teacher has to be a people person and friendly to build a real connection, and a relationship with students, Having a real connection certainly makes it easier for students to speak up in the learning process so they feel comfortable learning (Hu, 2020). As revealed in the open questionnaire as well as the Focus Group Discussion, The teacher must be a friend to the students so that teaching and learning activities become exciting it makes it easier for students to understand the material because students do not feel tense when studying and students also do not feel bored with the lesson, then a teacher must respect students' opinions or ideas so that students can increasingly confident and able to find solutions if there is a problem, of course, the ability to be good friends with students must be evenly distributed or there is no favoritism.

Similarly, students perceive a good teacher as an educator who can make students interested in learning by providing some activities. 20% of students consider that the teacher's ability to provide activities that arouse students' interest in learning English is important. This is in line with the study by Haidian District (2019), which found the teachers' guiding roles in English learning and teaching, which is the base of arousing students' interest in English learning. Training students' communicative English skills is the primary objective of English instruction. But activities and communication are inextricably linked. Engaging students in colorful English activities can unleash their creativity and competitive spirit while fostering a supportive environment that will allow them to shine.



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Table 2. Female Students' Perceptions about a Good English Teacher

Rank of the importance as perceived by the students	Values of a Good English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (f=15 or 28.3%)	Create a fun and interesting learning atmosphere
RANK 2 (f=14 or 26.4%)	Can be a good friend to students
RANK 3 (f=6 or 11.3%)	Understand the strengths and weaknesses of each student
RANK 4 (f=5 or 9.4%)	Provide activities that arouse students' interest in learning English
RANK 5 (f=4 or 7.5%)	Cares about all students
RANK 6 (f=4 or 7.5%)	Provide the same opportunities to all students
RANK 7 (f=3 or 5.7%)	Forming group work between students without discrimination
RANK 8 (f=1 or 1.9%)	Provide opportunities for students to explore their creative thinking
RANK 9 (f=1 or 1.9%)	Remember the names of the students in class
RANK 10 f=0 or 0%)	Respect the ideas of all students without discrimination

For the female students, the researcher found that female students have the highest percentage of the characteristic of a good teacher that can create a fun and interesting learning atmosphere. This finding is different from the male students. As revealed in the open questionnaire as well as the Focus Group Discussion, teachers who can create a fun and interesting classroom atmosphere are very good at preventing and overcoming student boredom in the learning process. This will of course make students happy in learning, such as by providing ice breakers between lessons. This finding is supported by the study by Desislava (2020), who found that fun learning in a playing environment is the basic component of keeping a fun and relaxed learning atmosphere. Engaging in gaming produces more beneficial and successful learning and teaching results. It has been successfully demonstrated that by combining enjoyable learning activities with games, it is possible to control interpersonal and intragroup relationships, pique children's curiosity, and establish a stable, motivating environment that will enable them to successfully master new information and consolidate existing knowledge. Additionally, it is possible to ensure that children acquire the motor skills, habits, abilities, and competencies related to the full development of their personalities (Stoimcheva-Kolarska, 2020).

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Having a fun learning atmosphere through interesting activities can of course make students relax in learning so that it also has an impact on increasing students' understanding of learning.

The second highest percentage is that can be a good friend for students. 26.4% of the female students agree that being a good friend to students is also important to being categorized as a good teacher. The differences or gaps between male and female students about their perceptions also can be seen in the less important characteristics. For the male students, the less important characteristic is remembering the students' names, from the Focus Group Discussion they assumed that this characteristic does not significantly increase their motivation in learning. In contrast, female students assumed the less important characteristic is to respect the ideas of all students without discrimination. The reason revealed in Focus Group Discussion When students are treated like friends by their teachers, the teacher's respect for students will automatically emerge so discrimination regarding the delivery of students' ideas will not occur.

Table 3. Male Students' Perceptions of an Effective English Teacher

Rank of the importance as perceived by the students	Values of an Effective English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (m=12 or 40%)	Motivate to encourage student's enthusiasm for learning
RANK 2 (m=7 or 23.3%)	Prepare lessons well and control class time wisely
RANK 3 (m=4 or 13.3%)	Use a language level appropriate to the student's abilities
RANK 4 (m=3 or 10%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 5 (m=2 or 6.7%)	Teach students according to the lesson plan
RANK 6 (m=1 or 3.3%)	Provide appropriate material based on the student's needs
RANK 7 (m=1 or 3.3%)	Provide lots of examples and exercises
RANK 8 (m= 0 or 0%)	Inform the assessment procedures in the classroom
RANK 9 (m=0 or 0%)	Provide opportunities for students to learn effectively
RANK 10 (m=0 or 0%)	Provide activities that can check student progress



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The table above explains male students' perceptions of effective English teachers the characteristic with the highest percentages is motivating to encourage students' enthusiasm for learning with 40% of male students assuming the characteristic as the most important for being an effective English teacher. This result supported by the study by Borah Mayuri (2021), found that motivation is an important element in the contexts of teaching and learning, the motivation of the students determines whether or not learning will be successful (Borah, 2021). Learners are motivated to accomplish their learning objectives. Teachers should make sure students are motivated to learn because modern education is required, and they cannot take the motivation of their students for granted. This finding also revealed from Focus Group Discussion, male students assumed that Motivation is very important, when teachers can motivate students, students who were initially not enthusiastic about learning will indirectly become more enthusiastic about participating in learning. For example, students do not focus when studying because they have problems or difficulties understanding the lesson. The role of the teacher in motivating students here is needed so that students can focus on studying and not think about their problems and recover from this.

The male students also agree that the effective English teacher should prepare lessons well and control class time wisely. When a teacher can prepare lessons well and control class time wisely, the delivery of learning material and also all activities in the learning process will be carried out well because of good time management. This statement was also discussed in the Focus Group Discussion, male students believe that when teachers can prepare lessons well and control class time wisely, learning in the classroom will run effectively because the material has been prepared well then all processes and activities planned according to the steps planned by the teacher will run well according to the time specified. , with this, students will not feel pressured to quickly understand the material in learning.

Table 4. Female Students' Perceptions about an Effective English Teacher

Rank of the importance as perceived by the students	Values of a Effective English Teacher
1-2-3-4-5-6-7-8-9-10	
RANK 1 (f= 15 or 28.3%)	Use a language level appropriate to the student's abilities
RANK 2 (f=10 or 18.9%)	Provide lots of examples and exercises
RANK 3 (f=9 or 17%)	Provide motivation to encourage students' enthusiasm for learning
RANK 4 (f=5 or 9.4%)	Inform the assessment procedures in the classroom
RANK 5 (f=5 or 9.4%)	Provide activities that can check student progress



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RANK 6 (f=4 or 7.5%)	Explain the real benefits that can be obtained from studying a particular topic in learning English
RANK 7 (f=2 or 3.8%)	Prepare lessons well and control class time wisely
RANK 8 (f=2 or 3.8%)	Provide appropriate material based on the student's needs
RANK 9 (f=1 or 1.9%)	Provide opportunities for students to learn effectively
RANK 10 (f=0 or 0%)	Teach students according to the lesson plan

The table above explains that the characteristics of effective English teachers are based on the perceptions of female students which are different from the perceptions of male students. Based on female students the highest percentage is using a language level appropriate to the student's abilities. 28.3% of female students stated that an effective teacher is a teacher who can use a language level appropriate to the student's abilities. As revealed in the open questionnaire as well as the Focus Group Discussion, female students state that when teachers can use a language level appropriate to the student's abilities, students will be able to understand the material presented by the teacher well in the learning process in the classroom, and vice versa, if the teacher uses a language level that is not appropriate to the student's abilities, students will feel confused and unable to understand the material presented by the teacher.

The second highest percentage is provided lots of examples and exercises. 18.9% of female students agree that when the teachers provide lots of examples and exercises can make them learn effectively. The follow-up discussion in Focus Group Discussion states that if the teacher gives lots of examples and exercises, Students will find it easier to understand and remember the material studied. Because in language learning it is very important to have examples and exercises so that students can practice and become more aware of the good and correct use of English.

The less important characteristics of male and female students are also different. While male students choose to provide activities that can check student progress. Male students assumed through open-ended questionnaires and Focus Group Discussions that with the activities given by teachers to students to find out student progress, sometimes it is not appropriate, such as students can still ask questions with friends teachers can also see student progress through the learning process, such as students' activeness in asking or answering questions asked by the teacher. However, female students state that Teaching students according to the lesson plan is not an effective way for English teachers, Teachers should be flexible and modify the learning process if their lesson plan causes unexpected trouble while teaching. That's the reason those female students state in open-ended questionnaires and Focus Group Discussions.



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From the findings shown above, it can be seen that male students consider the student-teacher relationship more important in declaring a good English teacher, while female students consider the instructional competencies of teachers more important in declaring a good English teacher. So, if we compare the opinions of males and females regarding the most important characteristics in declaring a good English teacher, they have different opinions. Then regarding the opinions of male and female students about the most important character to declare an effective English teacher, they chose different characters, but both refer to the pedagogic competence of a teacher.

CONCLUSION

Becoming a teacher is a complex job because the teacher's task is not only to explain material in front of the class but the teacher must also be able to organize classes, apply pedagogy skills in class, and be able to work together with different characteristics of students. An effective teacher must be focused, flexible, and innovative in developing a learning approach and be prepared for all possible failures in the process while a good teacher is related to instructional competence, personality, and teacher-student relationships. Students' perceptions of teachers have an impact on their motivation and enthusiasm for learning. Gender differences in the classroom have a significant role in the learning process. Understanding student perceptions helps teachers improve teachers' abilities to become good and effective teachers. This study aims to investigate how males and females view the meaning of a good and effective teacher. Students are allowed to express their opinions and expectations about an effective teacher, so the information provided will help teachers improve the quality of their teaching to meet their students' needs.

As a result, regarding the characteristics of good English teachers, male and female students have different perceptions in stating the most important characteristics. Male students think that the most important thing is to focus on the teacher-student relationship. On the other hand, the perception of female students states that the most important or main thing is creating a fun and interesting learning atmosphere, which means that according to female students they prioritize instructional competencies in interpreting good English teachers. Then regarding effective English teachers, male and female students also have different opinions in stating the most important characteristics. Male students' stated that the most important characteristic is motivating to encourage students' enthusiasm for learning. On the other hand, female students stated that the most important thing is to use a language level appropriate to the student's abilities. Even though they choose different characters, they both focus on the pedagogy of a teacher, especially in understanding the character and abilities of students, so male and female students have the same focus that as an effective English teacher you must have good pedagogical competence, because if you already have the ability who are good at understanding students' character and abilities, the impact will also be very good on



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student learning outcomes, both about motivating students and in using language that is appropriate to the student's level in learning.

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