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Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Kornthip Ratanapumma¹, Bundit Anuyahong²
English Department, College of General Education and Languages
Thai-Nichi Institute of Technology, Bangkok, Thailand
prainya@hotmail.com

ABSTRACT

The purposes of this research were 1) to study opinions in desired characteristics of English instructors of Thai-Nichi Institute of Technology students in five aspects: Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work 2) to compare students' opinions on the five aspects according to students' gender, academic year and faculty, and 3) to gather supplemental suggestions. Research samples were 291 TNI students in second semester of 2014 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis. The research findings were as follows: 1. Opinions in desired characteristics of English teachers of Thai-Nichi Institute of Technology students as a whole were at high level. When considered in each aspect, it was found that their opinions were at high level on Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work 2. The students with different genders showed that there were no significant differences. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Personality and Morality and Ethics. 3. The students with different academic year showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Personality, Assessment, and Academic Work. 4. The students with different faculty showed statistically significant differences in overall at .05. When considered in each aspect, it was found that there were statistically significant differences at .05 level on Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work. 5. TNI students had supplemental suggestions as following: The teacher should explain the lessons clearly, English teachers should be friendly with students, and English Teachers should prepare various activities related to the lessons.

Keywords: Desired Characteristics of English Teacher, English Teaching Ability, English Teacher Assessment

Introduction

Teachers in higher education level in Thailand have a vital role in developing students. Their functions to learners are to teach and to transmit knowledge, morality and ethics. Furthermore, teachers' roles are not only giving knowledge but also taking care of students. Richardson (1997) advocated that conveying knowledge does not make the teacher a good one. This is supported by Dewey (1938) who explained an effective teacher is not only a person who transmits knowledge to the students but also an artist whose practices confront notions of what is good or bad as well as what is right or wrong. Moreover, ideal

teachers are crucial for developing educational systems and effective learning. Markley (2004) stated that a good teacher and actions to be taken on his part in the classroom play an important role in stimulating efficient learning to their students. Teachers also have a fundamental role in their learners' academic achievement and their quality can highly influence student outcomes.

English language teachers at Thai-Nichi Institute of Technology are key role in effective language learning. Special attention is employed to link between teachers and learners where language learning happens mainly in formal classroom settings. Therefore, desired characteristics of English teachers at TNI affect students' learning directly.

Several studies have investigated characteristics of effective language teachers. Brosh (1996) reported that desired characteristics of English teachers are divided into several aspects as follows: (a) teach comprehensibly, (b) master or command the language, (c) make lessons interesting, (d) help students with their independent study, and (e) do not discriminate among students. In addition, Penner (1992) stated that effective language teaching lies in the growth and improvement of classroom communication, and effective language teachers should have adequately ability to communicate to students. Nevertheless, there is relatively few studies specifically addressed the desired characteristics of English instructors in Thailand.

In conclusion, researcher aims to investigate the desired characteristics of English instructor at TNI. The result of this study will be guidelines for selecting qualified English teachers of TNI in next occasions. Furthermore, the result will be useful for further research and to develop English teachers in next decade.

Research Purposes

1) To study opinions in desired characteristics of English instructors of Thai-Nichi Institute of Technology students in five aspects: Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work.

2) To compare students' opinions on the five aspects according to students' gender, academic year and faculty.

3) To gather supplemental suggestions.

Methodology

Population and Samples

This research was to study the desired characteristics of English instructors of Thai-Nichi Institute of Technology students in five aspects: Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work which consisted of population and samples as follows:

Research samples were 291 TNI students in second semester of 2014 academic year, derived through simple random sampling technique. The instruments used for gathering the data were the rating-scale and open-ended questionnaire. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, F-test, and content analysis.

Instrumentation

The instrument used in this study is a questionnaire. The questionnaire was conducted by the researcher, based on the desired characteristics of English instructors of TNI students. This research questionnaire was used to identify desired characteristics of English instructors of the undergraduate students at Thai-

Nichi Institute of Technology. In addition, this questionnaire was employed as a research instrument for data collection based on an ordinal-scale measurement of effects of desired characteristics of English instructors of Thai-Nichi Institute of Technology students.

The first part (Part 1) of this questionnaire asks for the demographic information on their genders, academic years and faculties. Part 2 deals with the desired characteristics of English instructors of Thai-Nichi Institute of Technology students.

The participants were asked to report their information by ticking in only one box. The second part (Part 2) concerns the desired characteristics of English instructors of Thai-Nichi Institute of Technology students. This part comprises 50 items of considering five aspects of the desired characteristics of English instructors in 3 major areas: 10 items of Teaching Ability, 10 items of Personality, 10 items of Morality and Ethics, 10 items of Assessment, and 10 items of Academic Work. The participants were asked to check in only one box under the five levels of importance on each item in Part 2 to indicate their desired characteristics of English instructors using in each area listed in the questionnaire.

The five levels of opinions used in the questionnaire are “The highest level”, “High level”, “Moderate level”, “Low level”, and “the lowest level”. Responses from the student questionnaires were subsequently coded. The data of the students’ coded responses were statistically calculated and analyzed. The computation of Cronbach’s Alpha as a measure of reliability was employed to indicate how reliable the research questionnaire results are. Reliability is defined as the proportion of the students’ responses to each item in the questionnaire and the reliability coefficient or calculated alpha is a lower bound of the true reliability of the research instrument, or the questionnaire. The descriptive statistics is also used to determine the individual summary statistics for each of the 50 items in the questionnaire.

The third part (Part 3) asks for more additional suggestions of TNI undergraduate students about the desired characteristics of English instructors which based on open-ended questions.

Data Collection

Desired characteristics of English instructors perceived by Thai-Nichi Institute of Technology students were accessed through the questionnaire in second semester of 2014 academic year.

The administration of the research questionnaire was conducted at TNI. Part 1 concerns the demographic variables about their genders, academic years, and faculties. The 50 items of Part 2 cover desired characteristics of English instructors. Therefore, the participants were asked to consider each item carefully and indicate how important each item was for their study. The analyses of the research data were conducted by means of descriptive statistics. The descriptive statistical analyses of the frequencies and percentages of the students’ responses were employed to report their demographic variables and to indicate the rank order of the items in each area of desired characteristics of English instructors listed in the questionnaire. The frequency distributions were analyzed to determine the proportions of the students’ responses to the five levels of importance on the 50 items in 3 majors area: 10 items of Teaching Ability, 10 items of Personality, 10 items of Morality and Ethics, 10 items of Assessment, and 10 items of Academic Work. Process analysis was conducted with the second research question in

determining the associations of the participants' desired characteristics of English instructors to each of these demographic variables: genders, academic years and faculties.

Data Analysis from Questionnaire

Data analysis from questionnaire both single item and whole questionnaire which presented a form of rating scale. These rating scales were calculated to find out mean and standard deviation and then translated based on criteria developed by Best (1981) as follows:

$1.00 \leq \bar{x} < 1.50$	refers to students needed of desired characteristics of English teachers at the lowest level
$1.51 \leq \bar{x} < 2.50$	refers to students needed of desired characteristics of English teachers at low level
$2.51 \leq \bar{x} < 3.50$	refers to students needed of desired characteristics of English teachers at moderate level
$3.51 \leq \bar{x} < 4.50$	refers to students needed of desired characteristics of English teachers at high level
$4.51 \leq \bar{x} < 5.00$	refers to students needed of desired characteristics of English teachers at the highest level

The Statistics used for Analyzing the Data

The collected data was analyzed using computer program. The statistics used for analyzing the data were frequency, percentage, mean, standard deviation, t-test, f-test, and content analysis.

Results of Data Analysis

Phase 1 The Results of Demographic Variable of TNI Undergraduate Students

The analysis of the data from the students' questionnaire reported by TNI undergraduate students in the 2014 academic year is presented in the first section deals with the demographic variables from the students' responses to Part 1 of the questionnaire: genders and majors as following table.

Table 1

Table of the Results of Demographic Data of Respondents

Demographic data of respondents	n = 291	Percentage
Gender		
Male	156	53.61%
Female	135	46.39%
Academic Year		
First Year	169	58.08%
Second Year	34	11.68%
Third Year	66	22.68%
Forth Year	22	7.56%
Faculty		
Business Administration	127	43.64%
Engineering	119	40.89%

Demographic data of respondents	n = 291	Percentage
Information Technology	45	15.46%
Total	291	100.00%

Table showed that percentages of TNI undergraduate respondents in genders ranged from 53.61% for male and 46.39% for female; in academic years ranged from 58.08% for 1st year, 11.68% for 2nd year, 22.68% for 3rd year and 7.56% for 4th year; in faculties ranged from 43.64% for Business Administration, 40.89% for Engineering, 15.46% for Information Technology.

Phase 2 Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Table 2

Table of Mean and Standard Deviation of Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students in Total

Components	\bar{x}	S.D.	Level
Teaching Ability	4.10	0.56	High
Personality	4.50	0.53	High
Morality and Ethics	4.47	0.54	High
Assessment	4.35	0.56	High
Academic Work	4.31	0.57	High
Total	4.34	0.48	High

The table above indicated that TNI students had a high level of desired characteristics of English instructors in overall ($\bar{x}=4.34$). When considered in each aspect, it was found that they were at high levels as follows: Teaching Ability ($\bar{x}=4.10$); Personality ($\bar{x}=4.50$); Morality and Ethics ($\bar{x}=4.47$); Assessment ($\bar{x}=4.35$); and Academic Work ($\bar{x}=4.31$).

Table 3

Table of Mean and Standard Deviation of Desired Characteristics of English Instructors in Teaching Ability Perceived by Thai-Nichi Institute of Technology Students

Components	N	\bar{x}	S.D.	Level
1. Preparing the lessons before coming to the class	291	4.23	0.69	high
2. Informing the purpose of the subject at the beginning of the semester	291	4.27	0.66	high
3. Using Pre-test for checking English language knowledge of students	291	3.91	0.85	high
4. Using modern techniques for teaching in the class	291	4.03	0.78	high
5. Applying activities in both theoretical section and practical section	291	4.11	0.77	high
6. Using various sources for teaching in the classroom	291	3.96	0.88	high
7. Summarizing the main content of the lesson at the end of every class	291	4.13	0.80	high
8. Applying learner-centered method in the classroom	291	4.13	0.75	high

Components	N	\bar{x}	S.D.	Level
9. Emphasizing on practical section, then the students can understand more	291	4.14	0.76	high
10. Having the test and assessment for both theoretical section and practical section	291	4.07	0.77	high
Total	291	4.10	0.56	high

The table showed that Teaching Ability in overall was at high level (\bar{x} =4.10). The item which ranked the highest mean score at high level was item 2 Informing the purpose of the subject at the beginning of the semester (\bar{x} =4.27), followed by item 1 Preparing the lessons before coming to the class (\bar{x} =4.23). However, the lowest mean score at high level was item 3 Using Pre-test for checking English language knowledge of students (\bar{x} =3.91).

Table 4

Table of Mean and Standard Deviation of Desired Characteristics of English Instructors in Personality Perceived by Thai-Nichi Institute of Technology Students

Components	N	\bar{x}	S.D.	Level
1. Being friendly with students	291	4.54	0.62	The highest
2. Dressing properly	291	4.48	0.67	high
3. Speaking clearly	291	4.50	0.65	high
4. Having good manners	291	4.51	0.64	The highest
5. Being healthy	291	4.55	0.64	The highest
6. Having good mood	291	4.61	0.60	The highest
7. Having enthusiasm in teaching	291	4.51	0.67	The highest
8. Caring for students	291	4.47	0.69	high
9. Paying attention to give knowledge to students	291	4.48	0.66	high
10. Cooperating with colleagues in exchanging knowledge and taking care of students	291	4.36	0.71	high
Total	291	4.50	0.53	high

The table showed that Personality in overall was at high level (\bar{x} =4.50). The item which ranked the highest mean score at the highest level was item 6 Having good mood (\bar{x} =4.61), followed by item 5 Being healthy (\bar{x} =4.23). However, the lowest mean score at high level was item 10 Cooperating with colleagues in exchanging knowledge and taking care of students (\bar{x} =4.36).

Table 5

Table of Mean and Standard Deviation of Desired Characteristics of English instructors in Morality and Ethics Perceived by Thai-Nichi Institute of Technology Students

Components	N	\bar{x}	S.D.	Level
1. Being honest in assessment	291	4.46	0.66	high
2. Having responsibility and being punctual	291	4.44	0.67	high
3. Having passion in the career of instructor	291	4.46	0.68	high

4. Being tolerance	291	4.47	0.66	high
5. Listening to students' opinion and colleagues' opinion	291	4.51	0.63	The highest
6. Behaving yourself in accordance with religious principles	291	4.36	0.72	high
7. Being honest with students	291	4.56	0.65	The highest
8. Complaining the students when they behave improperly	291	4.36	0.71	high
9. Not spending time in class for self-business	291	4.48	0.68	high
10. Not copying other's work and adapting to be your work	291	4.57	0.64	The highest
Total	291	4.47	0.54	high

The table showed that Morality and Ethics in overall was at high level ($\bar{x}=4.47$). The item which ranked the highest mean score at the highest level was item 10 Not copying other's work and adapting to be your work ($\bar{x}=4.57$), followed by item 7 Being honest with students ($\bar{x}=4.56$). However, the lowest mean score at high level were item 6 Behaving yourself in accordance with religious principles ($\bar{x}=4.36$) and item 8 Complaining the students when they behave improperly ($\bar{x}=4.36$).

Table 6

Table of Mean and Standard Deviation of Desired Characteristics of English Instructors in Assessment Perceived by Thai-Nichi Institute of Technology Students

Components	N	\bar{x}	S.D.	Level
1. Assessing and evaluating clearly and suitably	291	4.35	0.65	high
2. Following the evaluation principles	291	4.38	0.68	high
3. Having justice in assessment	291	4.45	0.70	high
4. The test corresponds to the purpose of the lesson	291	4.40	0.71	high
5. Applying the assessment for improving teaching	291	4.35	0.71	high
6. The assessment is considered with the lesson's difficulty	291	4.33	0.70	high
7. The assessment goes together with students' behavior evaluation	291	4.31	0.74	high
8. Having the assessment periodically	291	4.25	0.78	high
9. The assessment is used both Criterion Referenced and Norm Referenced	291	4.29	0.77	high
10. The assessment is reliable and standardized	291	4.36	0.68	high
Total	291	4.35	0.56	high

The table showed that assessment in overall was at high level ($\bar{x}=4.35$). The item which ranked the highest mean score at high level was item 3 Having justice in assessment ($\bar{x}=4.45$), followed by item 4 The test corresponds to the purpose of the lesson ($\bar{x}=4.40$). However, the lowest mean score at high level were item 8 Having the assessment periodically ($\bar{x}=4.25$).

Table 7

Table of Mean and Standard Deviation of Desired Characteristics of English Instructors in Academic Work Perceived by Thai-Nichi Institute of Technology Students

Components	N	\bar{x}	S.D.	Level
1. Understanding the lessons in depth	291	4.24	0.73	high
2. Informing the purpose of the lesson before teaching	291	4.30	0.68	high
3. Answering the questions clearly	291	4.33	0.72	high
4. Having extra documents	291	4.27	0.76	high
5. Being precise in the lessons	291	4.37	0.69	high
6. Having lesson plans	291	4.38	0.72	high
7. Rearranging the content properly	291	4.34	0.75	high
8. Giving suggestions about the source of lessons	291	4.27	0.75	high
9. Using experiences of academic work as the sample	291	4.31	0.78	high
10. Searching and finding additional knowledge	291	4.25	0.75	high
Total	291	4.31	0.57	high

The table showed that Academic Work in overall was at high level (\bar{x} =4.31). The item which ranked the highest mean score at high level was item 6 Having lesson plans (\bar{x} =4.38), followed by item 5 Being precise in the lessons (\bar{x} =4.37). However, the lowest mean score at high level were item 1 Understanding the lessons in depth (\bar{x} =4.24).

Phase 3 The Results of the Comparison of Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Table 8

Table of Mean and Standard Deviation of Desired Characteristics of English instructors According to Genders of Thai-Nichi Institute of Technology Students

Components	Male		Female		t	P
	\bar{x}	S.D.	\bar{x}	S.D.		
Teaching Ability	4.08	0.57	4.11	0.56	0.45	0.65
Personality	4.43	0.55	4.58	0.49	2.50	0.01*
Morality and Ethics	4.40	0.55	4.55	0.51	2.43	0.02*
Assessment	4.29	0.57	4.41	0.54	1.90	0.06
Academic Work	4.28	0.57	4.34	0.56	0.92	0.36
Total	4.30	0.50	4.40	0.46	1.84	0.07

* **Statistical significance at 0.05 level**

The table showed that students with different genders had no differences in desired characteristics of English instructors in total at 0.05 level when considered in each aspect, it was found that there were statistically significant differences at 0.01 level in personality and 0.02 level in morality and ethics.

Table 9

Table of Comparison of Desired Characteristics of English Instructors According to Academic Years of Thai-Nichi Institute of Technology Students

Components		DF	F	P	Sheffe'
Teaching Ability	Between Groups	3	2.264	.081	
	Within Groups	287			
	Total	290			
Personality	Between Groups	3	3.918	.009*	1 st – 2 nd , 1 st – 4 th , 2 nd – 3 rd , 3 rd – 4 th
	Within Groups	287			
	Total	290			
Morality and Ethics	Between Groups	3	1.646	.179	
	Within Groups	287			
	Total	290			
Assessment	Between Groups	3	3.407	.018*	1 st – 4 th , 3 rd – 4 th
	Within Groups	287			
	Total	290			
Academic Work	Between Groups	3	4.140	.007*	1 st – 2 nd , 1 st – 4 th , 2 nd – 3 rd , 3 rd – 4 th
	Within Groups	287			
	Total	290			
Total	Between Groups	3	3.672	.013*	
	Within Groups	287			
	Total	290			

* **Statistical significance at 0.05 level**

The table showed that students with different academic years had statistically significant differences in desired characteristics of English instructors in total at 0.05 level, when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Personality, Assessment, and Academic Work. Moreover, for personality aspect, there were 4 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with second year students. Pair 2 first year students had statistically significant differences with forth year students. Pair 3 second year students had statistically significant differences with third year students. Pair 4 third year students had statistically significant differences with forth year students.

For assessment aspect, there were 2 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with forth year students. Pair 2 third year students had statistically significant differences with forth year students.

For academic work aspect, there were 4 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with second year students. Pair 2 first year students had statistically significant differences with forth year students. Pair 3 second year students had statistically

significant differences with third year students. Pair 4 third year students had statistically significant differences with fourth year students.

Table 10

Table of Comparison of Desired Characteristics of English Instructors According to Faculty of Thai-Nichi Institute of Technology Students

Components		SS	DF	MS	F	P	Sheffe'
Teaching Ability	Between groups	2.730	2	1.365	4.401	.013*	BA-EN, BA-IT
	Within groups	89.328	288	.310			
	Total	92.058	290				
Personality	Between groups	2.792	2	1.396	5.190	.006*	BA-EN, BA-IT
	Within groups	77.477	288	.269			
	Total	80.269	290				
Morality and Ethics	Between groups	2.809	2	1.405	4.986	.007*	BA-EN, BA-IT
	Within groups	81.136	288	.282			
	Total	83.945	290				
Assessment	Between group	3.936	2	1.968	6.513	.002*	BA-EN, BA-IT
	Within groups	87.028	288	.302			
	Total	90.964	290				
Academic Work	Between groups	5.445	2	2.722	8.873	.000*	BA-EN, BA-IT
	Within groups	88.364	288	.307			
	Total	93.809	290				
Total	Between groups	3.450	2	1.725	7.680	.001*	BA-EN, BA-IT
	Within groups	64.690	288	.225			
	Total	68.140	290				

* Statistical significance at 0.05 level

The table showed that students with different faculty had statistically significant differences in desired characteristics of English instructors in total at 0.05 level, when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in all aspects; Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work. Moreover, there were 2 pairs of all aspects in faculty.

Phase 4 The Results of Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Table 11

Table of Suggestions about Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Suggestions	N	Fre	%
Desired characteristics of English instructors.	173		100
1. The teacher should be friendly and listen to students' opinion.		58	33.53
2. The teacher should explain the lessons clearly.		40	23.12
3. The teacher should have various activities in class.		19	10.98
4. The teacher should prepare the lessons before coming to the class.		12	6.94
5. The teacher should speak English fluently.		10	5.78
6. The teacher should review the lessons periodically.		9	5.20
7. The teacher should have various instruction media.		9	5.20
8. The teacher should have good personality and dress properly.		7	4.04
9. The teacher should be lively and cheerful.		7	4.04
10. The teacher should be active in class.		2	1.16

The table showed that TNI students had suggestions about desired characteristics of English instructors as following:

Suggestions from 173 students were, The teacher should be friendly and listen to students' opinion 33.53% (58 students); The teacher should explain the lessons clearly 23.12% (40 students); The teacher should have various activities in class 10.98% (19 students); The teacher should prepare the lessons before coming to the class 6.94% (12 students); The teacher should speak English fluently 5.78% (10 students); The teacher should review the lessons periodically 5.20% (9 students); The teacher should have various instruction media 5.20% (9 students); The teacher should have good personality and dress properly 4.04% (7 students); The teacher should be lively and cheerful 4.04% (7 students); The teacher should be active in class 1.16% (2 students)

Conclusions

According to the study and data analysis, the results of this study were concluded as follows:

Phase 1 The Results of Demographic Variable of TNI Undergraduate Students

The percentages of TNI undergraduate respondents in genders ranged from 53.61% for male and 46.39% for female; in academic years ranged from 58.08% for 1st year, 11.68% for 2nd year, 22.68% for 3rd year and 7.56% for 4th year; in faculties ranged from 43.64% for Business Administration, 40.89% for Engineering, 15.46% for Information Technology.

Phase 2 Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

TNI students had a high level of desired characteristics of English instructors in overall ($\bar{x}=4.34$). When considered in each aspect, it was found that they were at high levels as follows: Teaching Ability ($\bar{x}=4.10$); Personality ($\bar{x}=4.50$); Morality and Ethics ($\bar{x}=4.47$); Assessment ($\bar{x}=4.35$); and Academic Work ($\bar{x}=4.31$).

Phase 3 The Results of the Comparison of Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students According to Genders, Academic Years, and Faculties

Students with different genders had no differences in desired characteristics of English instructors in total at 0.05 level when considered in each aspect, it was found that there were statistically significant differences at 0.01 level in personality and 0.02 level in morality and ethics.

Students with different academic years had statistically significant differences in desired characteristics of English instructors in total at 0.05 level, when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in Personality, Assessment, and Academic Work. Moreover, for personality aspect, there were 4 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with second year students. Pair 2 first year students had statistically significant differences with fourth year students. Pair 3 second year students had statistically significant differences with third year students. Pair 4 third year students had statistically significant differences with fourth year students.

For assessment aspect, there were 2 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with fourth year students. Pair 2 third year students had statistically significant differences with fourth year students.

For academic work aspect, there were 4 pairs of statistically significant differences as follows:

Pair 1 first year students had statistically significant differences with second year students. Pair 2 first year students had statistically significant differences with fourth year students. Pair 3 second year students had statistically significant differences with third year students. Pair 4 third year students had statistically significant differences with fourth year students.

Students with different faculty had statistically significant differences in desired characteristics of English instructors in total at 0.05 level, when considered in each aspects, it was found that there were statistically significant differences at 0.05 level in all aspects; Teaching Ability, Personality, Morality and Ethics, Assessment, and Academic Work. Moreover, there were 2 pairs of all aspects in faculty.

Phase 4 The Results of Suggestions about Desired Characteristics of English Instructors Perceived by Thai-Nichi Institute of Technology Students

Suggestions from 173 students were, The teacher should be friendly and listen to students' opinion 33.53% (58 students); The teacher should explain the

lessons clearly 23.12% (40 students); The teacher should have various activities in class 10.98% (19 students); The teacher should prepare the lessons before coming to the class 6.94% (12 students); The teacher should speak English fluently 5.78% (10 students); The teacher should review the lessons periodically 5.20% (9 students); The teacher should have various instruction media 5.20% (9 students); The teacher should have good personality and dress properly 4.04% (7 students); The teacher should be lively and cheerful 4.04% (7 students); The teacher should be active in class 1.16% (2 students)

Discussion

According to the study and data analysis, the results of this study can be discussed as follows:

1. Desired characteristics of English instructors in Teaching Ability of TNI students were at high level. This might be because almost all of TNI teachers have teaching experiences and teach good pronunciation which related to Girard (1977) who presented that good teacher should make his course interesting, teach good pronunciation, explain clearly, speak good English, show the same interest in all the pupils, make the pupils participate and show great patience.

2. Desired characteristics of English instructors in Personality of TNI students were at high level. This might be because TNI teachers are warm, kind, friendly and respectful which related to Feldman (1986) who stated that warmth and kindness are important qualities for an effective teacher. Moreover, Chen and Lin (2009) believed that being enthusiastic, friendly, open-minded, respectful, and caring were the leading characteristics of effective English language teachers.

3. Desired characteristics of English instructors in Morality and Ethics of TNI students were at high level. This might be because TNI teachers didn't have prejudice to students which related to view of Brosh (1996) who indicated that fairness to students by showing neither favoritism nor prejudice was one of desirable characteristics of the effective language teacher.

4. Desired characteristics of English instructors in Assessment of TNI students were at high level. This might be because TNI teachers have justice in assessment which is similar to Ministry of Education (2007)'s study as Assessment for the purposes of improving student learning is best understood as an ongoing process that arises out of the interaction between teaching and learning.

5. Desired characteristics of English instructors in Academic Work of TNI students were at high level. This might be because TNI teachers are precise in English knowledge. This is related to Brosh (1996) who pointed out that having knowledge and command of the target language was the desirable characteristic of the effective language teacher.

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