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**Characteristics of English Teachers in the 21<sup>st</sup> Century: The Perceptions of Lampang Rajabhat University Students, Lecturers and Mentors**

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**ABSTRACT**

This research had two objectives: 1) to study the perception of English Education Major students, English lecturers at Lampang Rajabhat University; and mentors of fifth-year English Education Major students doing teaching practicum at schools towards effective characteristics of English teachers in the 21<sup>st</sup> century; and 2) to compare their perception towards effective characteristics of those teachers of English. The samples consisted of 295 English Education Major students, ten English lecturers, and twenty-two mentors of fifth-year students doing teaching practicum at schools. The instrument used was the questionnaire. Characteristics under study were: 1) personal characteristics; 2) socio-affective skills; 3) English proficiency; 4) pedagogical knowledge; and 5) skills essential for the 21<sup>st</sup> century. The findings were as follows: 1.) the perception towards effective characteristics of teachers of English in the 21<sup>st</sup> century of English Education Major students, lecturers of English, and mentors of fifth-year students as a whole was at a high level and when putting each item into consideration, it was also at a high level; and 2.) the results of comparing the ranking of effective characteristics of teachers of English in the 21<sup>st</sup> century by English Education Major students, English lecturers and mentors of fifth-year students were not different both holistically and partially from one another. Every group shared common characteristics when they ranked personal characteristic as the first and foremost component whereas the other components were ranked with different order of importance. This was in accord with their life experiences, roles and expectations as students, lecturers of English and fifth-year students' mentors. The results can be beneficial for English Education Program to prepare students with proper characteristics of English teachers in the 21<sup>st</sup> century.

*Keywords:* Characteristics, Teachers of English, the 21<sup>st</sup> Century, Students Doing Teaching Practicum at Schools, Teacher Students' Mentors

**Introduction**

Educators both in Thailand and overseas have shared the same view that the most important parties in the process of educational and learning development are "teachers." Teachers are meaningful until they become the most significant factor in the classroom and they are important for education quality since learners' qualities depend on teachers' qualities (McKinsey, 2007; Varakorn Samkoses; Direck Pornsima, 2011, cited in Pinsuda Sirirangtasri, 2015). Teachers are the most important factor in the school level which affects students' learning the most. From the international testing scenario, it was found that countries where their people gain high learning achievement tend to have higher economic growth than other countries. Moreover, those with well-educated population are likely to be more democratic, and stable in terms of politics and society when compared to others (Haanushek and Rivkin, 2010 cited in Pinsuda Sirirangtasri, 2015).

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What has been learned from empirical evidences of the US-based research results is that learners' achievement is influenced by teachers' qualities rather than students' races, classes, previous GPA, or schools attended. These impacts are distinctively observed from students who come from low income families and American students of African descent. The proceeding impact was caused by the fact that students had been taught continuously by good teachers. The research results also revealed that the achievement gap between students taught by the most efficient teachers and the least effective ones has been considerably expanded in each academic year. Moreover, the research results also suggested that students' achievement will be raised once they are taught consecutively by efficient teachers for a long period of time. Accordingly, teachers are the most significant factor for the development of students' learning achievement. In Thailand institutes related to teacher production and development have their continuing attempt to produce teachers by prescribing their professional standard by the Teachers' Council of Thailand (*Khurusapha*), and there are teacher institutes under the responsibility of the Office of the Higher Education Commission(OHEC) both from government and private sectors as well as the *Sangha*. There are teachers' development plans by their original affiliations and there is the central organization in charge of policy and promoting teacher development. There is a teacher management organization called the Office of Teacher and Educational Personnel Council(OTEPC) whereas the teachers' professional organization or *Khurusapha* controls and promotes teachers' professional standard. In shorts, teacher production, development and management need improvement and development leading to upgrading teachers' professional skills in order to enhance learners' quality as a consequence (Pinsuda Sirirangtasri, 2015: pp.6-9).

Similarly, in the context of English as a Second Language (ESL) or English as a Foreign Language (EFL), teachers play their predominant roles in the classroom. Teachers' attributes may have an influence on learners' attitudes and motivation towards the target language learning. For the time being, there have been extensive research on effective characteristics of teachers who teach English as a foreign language as perceived by students (Chen and Jun, 2012). From the previous research results, they came into various conclusions concerning effective characteristics of EFL teachers. For example, Dewey (1933, 1938 cited in Chen and Lin, 2009) explains about effective English teachers that they are not only ones who transmit knowledge to their students, but they are also artists. Practically, teachers have challenged what is good and what is bad, what is right and what is wrong. Moreover, Park and Lee (2006) mention that characteristics of effective teachers consisted of subject matter knowledge, pedagogical knowledge and socio-effective skills. However, research on this topic is quite limited in the context of Thailand, especially in the tertiary level which is the preparatory stage for graduates to enter the workforce successfully in the future. Consequently, the researcher was interested to conduct the research on this topic since she hoped that the results gained would be useful for the improvement of students' characteristics until they became effective English teachers in the 21<sup>st</sup> century. Also the results would be essential for improving the curriculum, and learning management of English Education Program, Faculty of Education, Lampang Rajabhat University (LPRU).

### Research Questions

1. What are the effective characteristics of English teachers in the 21<sup>st</sup> as perceived by English Education major students, lecturers of English Education Program, and mentors of fifth-year students doing teaching practicum at school?
2. Are there any differences and similarities in students', lecturers' and mentors' perception towards the effective characteristics of English teachers in the 21<sup>st</sup> century?

## **Literature Review**

### **Qualities of Effective Teachers**

Lowman (1997 cited in Wichadee 2010) describes two main aspects of effective college teaching from his study. His model consisted of two distinct aspects. The first is the instructor's ability to stimulate intellectual excitement in the classroom. The teacher should be able to give clear lectures and aware of his emotional impact on students, as well as his knowledge, organization and flexibility. Also, the teacher should provide students with intellectual excitement including enthusiasm, knowledge, inspiration, humour, interesting viewpoint, clarity and organization. The second is the use of psychology in the classroom. This aspect is related to interpersonal concern/ effective motivation such as concern, caring, availability, friendliness, accessibility, helpfulness, encouragement, and challenge. An effective teacher is the one who enhances students' positive emotions by fostering critical thinking and creativity, showing sensitivity to students' feelings about the course material, and promoting an atmosphere of respect.

Moreover, a number of researchers present many qualities of effective teachers they got from their research until Wichadee (2010) comes into a conclusion that the factors that contribute to effective teaching encompass the followings: (a) teaching preparation; (b) classroom management; (c) knowledge of subject or academic preparation; (d) communication; and (e) personal characteristics.

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Waites (1993, pp 8-11) identifies qualities of a good language teacher as perceived by educators and students. The followings are characteristics emerged from her study: 1) general mental attitude (sense of humour/ friendly/ likes people, etc.); 2) teaching style (dynamic, lively/ calm, quiet etc.); 3) attitude towards students (sensitive to needs of students, patient/ motivates students etc.); 4) professional knowledge/ interest(interested in teaching/ knowledge of language/ desire to improve etc); 5) lesson preparation(organized, prepares/ keeps to class level, anticipates problems); 6) lesson execution(clear/ error correction, use of equipment etc); 7) creates a good learning environment (facilitates student participation, flexible/ varied, interesting lessons etc) ; and 8) physical attributes(voice/ attractive etc).

In addition to that, Miller (2012, pp. 36-38) states that a good language teacher should possess the following ten characteristics:

1. Having a contagious enthusiasm for his teaching. He loves students and his work.
2. Being creative. There are a number of techniques that the creative teacher can utilize: information-gap exercises, games, songs, jazz chants, problem solving, and other techniques that allow the student to utilize the skills he has already developed in his first language.
3. Being able to add pace and humour to the class. Both the teacher and students had a good time learning, and they made a lot of progress because they were not afraid to make mistakes; they could take chances. As mentions by Krashen, the affective filters of the students were low, facilitating acquisition. However, humour is a double-edged sword: it can backfire, for what is funny to one person may not be funny to another. Humour across cultures can add a layer of difficulty to communication.
4. Challenging students. Speaking in the target language to the learner prepares and challenges him to speak in that language. In addition, a teacher should maintain a level of difficulty high enough to challenge students, but not so high as to discourage them.

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5. Encouraging and being patient, and never giving up on students. When the teacher is positive—encouraging initial and repeated attempts—the students will apply themselves more diligently. Motivation brings about success.
6. Taking an interest in a student as a person. A teacher should try to find out what his students' interests are: hobbies, past employment, family, travel, etc. He should provide his students with an opportunity to discuss some little accomplishment they have had, or something that they are proud of, so much the better.
7. Knowing grammar well and being able to explain something on the spot if necessary. Students want a teacher who is realistic and has the simple courage to admit that he doesn't know an answer if indeed he doesn't. Moreover, a teacher should provide enough explanations to his students by making use of eclectic approach to grammar in order to give his students some insight into the intricacies of grammar.
8. Taking a minute or two to answer a question after class or taking five minutes to correct something that a student has done on his own. Since teachers need to encourage students not only to study what is required, but to pursue on their own areas in which they are interested. Acquisition is facilitated when it concerns information that one needs or is interested in. And second, teachers need to appreciate their students' efforts.
9. Treating students as a person, on an equal basis with all the members of the class. As teachers, ones must look carefully at their classes to be certain that they are including everyone equally.
10. Leaving emotional baggage outside the classroom. Students do not want to interrupt their concentration by worrying about what might be bothering the teacher. Nor do students want a teacher who sustains himself through ridicule or sarcasm, playing havoc with the emotions of his students and thereby blocking any learning/acquisition that might take place.

To sum up, the qualities that Miller (2012) has discussed can be separated into four areas: (1) affective characteristics (enthusiasm, encouragement, humour, interest in the student, availability, and mental health) ; (2) skills (creativity, and challenge) ;(3) classroom management techniques (pace and fairness) ; and (4) academic knowledge (grammar).

### ELT and the 21<sup>st</sup> Century Skills

In American mainstream education there is an increasing emphasis on a concept referred to as “21<sup>st</sup> century skill,” which is a collection of various competencies that are regarded as being important for success in life, such as critical thinking , collaboration, communication, digital literacy, creativity, problem solving, environmental awareness and self-expression(Crowley, 2015, 2). Accordingly, in ELT terms Crowley (2015) interprets 21<sup>st</sup> Century Skills as :

- Analyzing, synthesizing and evaluating materials written in English
- Developing a “voice” on a topic and expressing it in English
- Researching materials and solving problems that are presented in English
- Being creative in English and taking communicative risks in pursuit of fluency
- Collaborating in diverse international teams, communicating in English
- Respecting international cultures and sensitivities
- Presenting yourself professionally in English
- Being able to use software to express yourself in English
- Being able to navigate software to express yourself in English
- Being able to navigate software and digital content that's presented in English

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- Having the self-discipline to study English independently, and “learning how to learn”.

According to Joan Kang Shin (2014), the Director of TESOL Professional Training Programs in the Education Department at the University of Maryland, Baltimore County, the 21st century skills that English teachers should incorporate and the keys to being English teachers in this century are concluded as in the following:

Using English in the 21st century means building skills for communication and collaboration as well as helping students gain a global perspective on the world. The most important aspect of establishing a global perspective is to teach about international cultures in the classroom. Formerly, English teachers would introduce only English-speaking cultures, like the U.S. or the U.K. in the class. Now young learners will grow up using English to communicate with people from any and all countries around the world. English is not associated with the U.S. or the U.K. anymore because there are so many more speakers of English as a second or foreign language now. English teachers have to prepare young learners by introducing all different cultures from around the world in the English teaching materials.

Teachers should promote students' critical thinking and problem solving skills and encourage them to be life-long learners. As Alvin Toffler said, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." Teachers have to focus students on handling the enormous amount of information they have access to through technology, the internet, and social networks. This is extremely important with English because the majority of the information accessed online is in English.

### Research Concerning Characteristics of Effective English Teachers

Wichadee (2010) explored 420 Bangkok University students' perceptions on effective characteristics of English language teachers based on four categories: English proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills. She also compared the characteristics of effective English language teachers as perceived by different groups of students e.g. groups with different genders, English courses taken, fields of study, and level of English proficiency. The data were collected through a five-point rating scale questionnaire with 400 students, and semi-structured interviews with 20 students. The quantitative finding revealed that the students placed an importance on overall characteristics at a high level with the highest ranking to organization and communication skills. Differences were found statistically significant in their perceptions in terms of courses taken, and levels of English proficiency. Nevertheless, the male students did not significantly demonstrate different characteristics from the female students. Moreover, there was no statistically significant difference found in the students' perceptions on characteristics of effective teachers in terms of their fields of study. From the interview information, it was found that both low and high proficient students considered “being well-prepared” the most important characteristic for effective teachers.

Lee (2010) investigated Japanese learners' perceptions towards the unique characteristics of EFL teachers. The data were collected by means of a questionnaire to which 163 college-level EFL students in Japan responded. The findings revealed that these learners perceive their teachers to be unique along four central dimensions: the complex nature of the subject matter, the content of teaching, teaching approach, and teacher personality. The findings also suggest that the particularity of the socio-cultural and educational context may ultimately influence how EFL teachers and their work are conceptualized by learners in crucial ways. Lee argued that if language teacher education is

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to provide a more nuanced explanation of the uniqueness of EFL teachers and teaching that may be meaningful and relevant to teachers and students working within particular contexts, the voices of all stakeholders involved in EFL education need to be included in the dialogue on what it means to be an EFL teacher.

Chen (2012) conducted a study in order to explore favorable and unfavorable characteristics of EFL teachers perceived by university students of Thailand. The data were collected from 60 students at Vongchavalitkul University. Open-ended questionnaires and semi-structured interviews were used as the main instruments for data collection. Information about EFL teachers' personal trait-related characteristics and classroom related characteristics emerged from the data. The information is beneficial for the EFL teachers to reflect their personal characteristics and reconsider their classroom teaching, which may be very helpful for them to do some adjust and preparation in their teaching to achieve better education results.

Koc (2013) investigated the elementary, secondary and high school students' perceptions on a good language teacher. The participants were 365 students Turkish school students who were learning English as a foreign language. The results revealed that most of the student groups generally differ in terms of issues related to teaching skills when compared with the issues related to the affective skills. It was also found that what students expect from a good English teacher was to have the ability to maintain discipline, motivate students, learn about the learner's needs and establish good relations with them. Moreover, the study also revealed striking results with respect to classroom discipline and teacher subject knowledge.

Kourieos and Evripidou (2013) conducted the research to identify what characteristics and teaching behaviours describe effective EFL University teachers as perceived by Cypriot students. Data were collected using a questionnaire and focus group interviews. Findings revealed that effective language teaching seemed to be related to a more learner-centred approach to language learning and teaching, which, in turn, assumed a more assisting, mediating role for the language teacher. According to the participants, an effective EFL teacher is no longer considered one who has a directive and authoritarian role in the learning process but one who takes into consideration his/her students' individual differences, language anxiety, abilities and interests and design learning environments accordingly. Language teachers' skills in using technology and engaging students in meaningful classroom interactions by involving them in group tasks designed around real life topics and authentic language use have also been emphasized. Participants' views call for EFL teachers in university settings to move beyond the traditional focus-on-form approach to language teaching which views language learning as an individual activity, to the adoption of the communicative approach to language teaching which acknowledges the social aspect of learning and as such, it depends upon meaningful interactions with peers.

Barnes and Lock (2013) explored a Korean University students' perceptions of effective foreign language teachers. The results of the study revealed that students placed high importance on rapport attributes such as friendliness, care, and patience; and delivery attributes which included the provision of clear explanations, error correction, and a participatory mode of instruction. Impartiality, target language knowledge, and good preparation were attributes also were rated highly. The results also provided insights into student insights into student opinions about various instructional issues, such as the selective use of the students' first language, explicit grammar instruction, and particular questioning techniques.

Hajizadeh and Salahshour (2014) conducted a study aiming at finding what foreign language instructors perceive to be the most important characteristics of a successful EFL

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teacher. And the teachers' perception was compared to that of learners' to see whether there were discrepancies between the two groups' perceptions regarding the preferable characteristics of an effective English language instructors or not. A questionnaire was administered to teachers at a prominent language institute in Iran. This questionnaire was divided into eight sections and addressed issues relating to teachers' personal qualities, command in English, teaching methods and evaluation methods used within the class, mastery over teaching, teacher-student relation, class management and language skills management. Teachers were asked to specify the importance of each item in the questionnaire using terms like not important at all, somehow important and finally very important. Basic statistics were used to convert the qualitative results into quantitative ones for easier comparison. The study revealed that the students' perceptions and teachers' perceptions do not differ in major ways although there are slight discrepancies.

Al-Mahrooqi and others(2015) conducted the study in order to compare Omani school students' and teachers' perceptions of the characteristics of good English as a foreign language (EFL) teachers in the Omani context. Omani students English teachers responded to a seven-category, 68-item questionnaire utilizing a 4-point Likert-type response key. Results indicate that Omani students and teachers generally agree about the importance of all characteristic categories, with those related to English language proficiency and treating students equally being of special importance. Participants also agreed that knowledge of Western culture/s and the use of technology were relatively unimportant.

Puntai and Wangchuk(2015) investigated Bhutanese students' conceptualization of effective ESL teacher characteristics. The researchers administered a questionnaire adapted from Barnes and Lock(2013) on 177 ESL students studying at ABC higher secondary school(fictitious name). The questionnaire consists of 42 items grouped under five key characteristics: 1) rapport, 2) fairness, 3) delivery, 4) organization and preparation, and 5) knowledge and credibility. The findings reveal that the respondents rated four of the teachers' characteristics- rapport, fairness, delivery, and organization and preparation- as having the highest level of importance. Among these, rapport between teachers and students was the highest rated characteristics, followed by fairness, delivery, and organization and preparation. In addition, knowledge and credibility was considered of secondary importance in comparison to the first four characteristics.

### **Research Methodology**

#### **Population and Samples**

The population of this study was 450 undergraduates students enrolling in the second semester of academic year 2015 in English Education Programme, Faculty of Education, Lampung Rajabhat University, ten English lecturers, and 90 mentors of the fifth-year students doing teaching practicum at schools. The samples consisted of 295 English Education Major students enrolling in the second semester of academic year 2015, ten English lecturers, and twenty-two mentors of the fifth-year students doing teaching practicum at schools. These three groups of samples were purposively selected.

#### **Research Instrument**

The questionnaire consisted of two parts was administered to the participants. The first part was about the respondent' s background. The second part investigated what respondents perceived as effective English teachers in the 21<sup>st</sup> century. This part asked the respondents to indicate how much they think a particular characteristic was important in relation to effective teachers. There were five categories of characteristics including personal characteristics, socio-affective skills, English proficiency, pedagogical knowledge, and skills

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essential for the 21<sup>st</sup> century. The 44 items in five categories were in the form of 5-point rating scale ranging from “the most important” to “not important at all” for the respondents to check.

The researcher designed items based on five categories contributing to effective characteristics of English teachers including personal characteristics, socio-affective skills, English proficiency, pedagogical knowledge, and skills essential for the 21<sup>st</sup> century since these items seemed to be the most relevant to the Thai context.

There were a total of 45 items altogether. After that, the drafted questionnaire was examined by three experts specialized in TEFL by means of IOC: Index of item objective congruence with the score of +1, 0, -1 assessment. Then the scores were calculated for its value in the form of IOC. The items containing IOC value from 0.50 to 1.00 were acceptable. Finally, one item was dropped according to its low value and the recommendation of the experts, producing a total of 44 items for the study.

### Data Collection

The questionnaire were collected from 295 undergraduate students majoring in English Education at Lampang Rajabhat University (LPRU), ten English lecturers at LPRU, and twenty-two mentors of the fifth-year students doing teaching practicum at schools. All questionnaires were given to the samples and taken back by the researcher with the cooperation of students who acted as research assistants.

### Data Analysis

After the questionnaires were collected, the data were analyzed for the percentage, mean and standard deviation.

### Research Results

**Research Question 1:** What are the effective characteristics of English teachers in the 21<sup>st</sup> as perceived by English Education major students, lecturers of English Education Program, and mentors of fifth-year students doing teaching practicum at school?

This question investigated effective characteristics of teachers of English in the 21<sup>st</sup> century. The data were grouped in five categories and presented in order of importance.

Table 1

*Mean and Standard Deviation of Students' Perceptions Shown in Five Categories*

Category	$\bar{X}$	Level of Importance	Rank
1. Personal Characteristics	4.35	high	1
2. Socio-affective skills	4.25	high	3
3. English Proficiency	4.25	high	3
4. Pedagogical Knowledge	4.21	high	5
5. The 21 <sup>st</sup> Century Skills	4.34	high	2
<b>Total</b>	<b>4.28</b>	<b>high</b>	

The results shown in Table 1 indicated that the overall mean score of students' perception on effective characteristics of teachers of English in the 21<sup>st</sup> century was at a high level ( $\bar{X} = 4.28$ ). When considering all categories, the mean scores could be arranged in order of importance as follows: personal characteristics ( $\bar{X} = 4.35$ ), 21<sup>st</sup> century skills ( $\bar{X} =$



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4.34), socio-affective skills and English proficiency which were ranked as of equal importance ( $\bar{X} = 4.25$ ), and pedagogical knowledge ( $\bar{X} = 4.21$ ), respectively.

Table 2  
*Mean and Standard Deviation of Lecturers' Perceptions Shown in Five Categories*

Category	$\bar{X}$	Level of Importance	Rank
1. Personal Characteristics	4.35	high	1
2. Socio-affective skills	4.20	high	4
3. English Proficiency	4.21	high	5
4. Pedagogical Knowledge	4.30	high	2
5. The 21 <sup>st</sup> Century Skills	4.25	high	3
<b>Total</b>	<b>4.26</b>	<b>high</b>	

The results shown in Table 2 indicated that the overall mean score of lecturers' perception on effective characteristics of teachers of English in the 21<sup>st</sup> century was at a high level ( $\bar{X} = 4.26$ ). When considering all categories, the mean scores could be arranged in order of importance as follows: personal characteristics ( $\bar{X} = 4.35$ ), pedagogical knowledge ( $\bar{X} = 4.30$ ), 21<sup>st</sup> century skills ( $\bar{X} = 4.25$ ), English proficiency ( $\bar{X} = 4.20$ ), and socio-affective skills ( $\bar{X} = 4.20$ ), respectively.

**Research Question 2:** Are there any similarities and differences in students', teachers' and mentors' perception towards the effective characteristics of English teachers in the 21<sup>st</sup> ?

This question examined whether there were any similarities and differences among the three groups of respondents.

Category	Lecturers (n=10)		Mentors (n= 22)		Students (n=295)	
	$\bar{X}$	Rank	$\bar{X}$	Rank	$\bar{X}$	Rank
1. Personal Characteristics	4.35	1	4.61	1	4.35	1
2. Socio-affective skills	4.20	5	4.16	5	4.25	2
3. English Proficiency	4.21	4	4.33	4	4.25	2
4. Pedagogical Knowledge	4.30	2	4.37	3	4.21	4
5. The 21 <sup>st</sup> Century Skills	4.25	3	4.50	2	4.34	5
<b>Total</b>	<b>4.26</b>		<b>4.39</b>		<b>4.28</b>	

Figure 1. A Comparison of Mean Scores of the Perceptions of the Participants'

The results shown in Figure 1. indicated that the participants consisted of 295 students, ten lecturers, and twenty-two mentors shared the similarities when every group

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ranked Personal Characteristics as the most important category. When considering the rest categories, each group of participants arranged them differently. Lecturers ranked them with different order when compared with the students and the mentors. Thus, the lecturers arranged the less important characteristics in their opinion as follows: pedagogical knowledge, the 21<sup>st</sup> century skills, English proficiency, and socio-affective skills, respectively. The students arranged them in the following order: socio-affective skills and English proficiency were ranked as equally important, and pedagogical knowledge, respectively, whereas the mentors arranged them in the following order: the 21<sup>st</sup> century skills, pedagogical knowledge, English proficiency, and socio-affective skills, respectively.

### **Discussion of Research Findings**

#### **Discussion of Finding One**

Lampang Rajabhat University students, lecturers, and mentors of fifth-year students agreed that the teachers of English in the 21<sup>st</sup> century should be effective in the component of personal characteristics followed by other characteristics which were arranged differently by each group of respondents. This could be because of their life experiences, such as the education background in tertiary level of the students, teaching experience in the tertiary level of the lecturers, and mentors' experiences in supervising teacher students who perform teaching practicum at schools. The most important characteristics for teacher students have been centred around the eleven teaching professional standards designed by Teachers' Council of Thailand (*Khurusapha*) including the following standards: 1) self-actualization for teachers; 2) philosophy of education; 3) language and culture; 4) psychology for teachers; 5) curriculum; 6) learning management and classroom management; 7) research for learning development; 8) innovation and information technology in education; 9) learning measurement and evaluation; 10) quality assurance in education; and 11) virtue and code of ethics. Accordingly, the three groups of participants agreed that the most effective characteristic of English teachers was that of personal characteristics.

The result can be supported by Hajizadeh and Salahshour (2014) who cited Vadillio (1999) that effective language teachers have been described as having not only a profound competence in the target language but a set of personal qualities like sensitivity, warmth and tolerance. And it was also found in their study on the perception of teachers and students towards the most important characteristics of a successful EFL consisted of teachers' personal qualities, command in English, teaching methods and evaluation methods used within the class, mastery over teaching, teacher-student relation, class management and language skills management that the students' perceptions and teachers' perceptions do not differ in major ways although there are slight discrepancies. The present finding is also in accordance with Chen (2012) whose work revealed teachers' personal trait-related characteristics were as important as classroom related characteristics.

#### **Discussion of Finding Two**

The perceptions of the students, lecturers, and mentors about effective characteristics of English teachers in the 21<sup>st</sup> century were not different when considering holistically although they ranked characteristics of less importance quite differently.

It was found that students, lecturers, and mentors were not different in their opinions towards effective characteristics of English teachers in the 21<sup>st</sup> century. This might be because the three groups of participants are equally motivated to have proper personal characteristics as teachers since students, lecturers, and even mentors

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have been trained until they become accustomed to being good teachers of English with proper personalities with secondary attributes, namely pedagogical knowledge, the 21<sup>st</sup> century skills, English proficiency, and socio-affective skills.

The result was in accordance with Wichadee (2010) who conducted the research on the characteristics of effective English teachers based on four categories, namely English Proficiency, pedagogical knowledge, organization and communication skills, and socio-affective skills perceived by university students in Thailand.

### Conclusion

The study serves as a good source for English teachers in the 21<sup>st</sup> century to compare their perceptions and beliefs with that of the students. When the language teachers are aware of their students' perceptions, they will be able to plan and implement behaviours and activities which would encourage students to get involved more in the target language learning process. This will lead to more language learning and positive attitudes towards their teachers and the target language.

From the present study, the researcher would like to give the following suggestions:

1. The results are very useful for the development of the English curriculum for English education major students in the Faculty of Education at Lampang Rajabhat University in order to provide the students with the opportunity to improve themselves until they become English teachers in the 21<sup>st</sup> with effective characteristics in preparation for their teaching professional practicum at schools when they are in their fifth year of studies.

2. Further research should be conducted to investigate other factors relating to the quality of effective teachers of English both native speakers of English and non-native speakers of English alike.

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