**STUDENTS EXPECTATIONS TOWARD THEIR TEACHERS:**

**A STUDY ON TEACHERS’ COMPETENCE, GENDER ISSUES AND POLITENESS BETWEEN TEACHERS AND STUDENTS IN INDONESIAN CONTEXT**

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**Abstract**

This paper depicts the students’ perception on the ways their teachers teach them. There were 80 respondents involved in this research consisting 40 students from undergraduate and 40 students from graduate program. The respondents are the English students of the Graduate and undergraduate Program of the State University of Makassar. An open ended questionnaire was distributed to them to reveal their perception towards their teachers’ teaching styles. The findings of this research revealed expectations from students towards their teachers in terms of the use of materials and methods in the class, the classroom interaction and management by the teachers, and the teachers’ personal identities. Some other aspects such as gender relation and politeness were taken into consideration on the students’ preferences.

Key words: *English Language Teaching, English Teachers, English Students, Teaching Methods, Teaching materials, gender, politeness*

# 1. Introduction

Since the roles of English as international language for communication are recognized worldwide, the demands of successful teaching in English are flourishing. In non-English speaking countries, such as Indonesia, the need to study English as a foreign language then requires more intensive and integrated approach. In every level of education in Indonesia, English subject has been assigned as one of the important subjects to be learned.

Various approaches in teaching English has also been flourished, not only emphasizing the use of classical way known as Grammar Translation Method, in which students engaged in understanding grammatical rules, memorizing vocabulary, translation of texts, and doing written exercises (Prator and Celce-Murcia, 1979, cited in Brown, 2000:491), but also applying new trends of teaching methods such as Communicative language Teaching (CLT), the application of Computer Assisted Language Learning (CALL), and any other various strategies that can enhance students’ creativity in language learning (Brown, 2000).

Various approaches and issues in teaching English as a foreign language had been examined in different countries and in different context such as the integration of online system and traditional face-to-face in writing in Japanese context (Serag, 2011:223), approaches in teaching listening in Chinese context (Li and Renandya, 2012), and the use of drama in teaching speaking in Brazil (Miccoli, 2003:122).

Those different issues on English language teaching had also been investigated in Indonesian contexts, such as the application of various teaching methods in English skills, such as in speaking (Rachmawaty and Hermagustiana, 2010), in reading skills (Hamra and Syatriana, 2010), in listening (Cahyono & Widiati, 2009), in writing (Rukmini, 2009). All of these studies prove the important roles of teachers in English teaching process.

Nevertheless, the results are not promising. Students are still encountering many problems in studying. Studies prove that students encountered many problems in many different skills. In writing, for example, Alter and Adkin (2006:337) found that students have inadequate skills in writing. A study by Vasquez in Columbia (2008) proves the so many types of errors made the students their writing composition. Maros et al (2007) also proved the difficulty faced by the students in using correct English grammar. Floris and Divina (2009:37-47) also found difficulties and problems encountered by the students in reading.

I argue that the success of the English teaching is not only influenced by the creation of good methods and materials of the teaching process. Teachers’ side is not the sole factor affecting the students’ achievement in English language learning. It should be highly considered that students’ side is also important. Therefore, beside good teaching methods and good material design from the teachers, students are also encouraged to have high commitment to their success. According to Brown (2000:60), the success of students in second language is affected by students’ personal investment of time, effort, and attention to the second language. Quoting Sindkhedkar (2012:191), ‘What is important is to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal.’

To be successful in ELT, factors from students and teachers need to be integrated and intensively organized. Often teachers are encouraged to apply interactive strategies in teaching English to maximize the students’ achievement. In this paper, I highlight the importance of looking at the students’ aspects in ELT. There are many aspects from the students that need to be considered in ELT. One of them is their perception about the ways teachers apply their approaches in teaching, the ways they manage the classroom, and the teachers’ other styles and identity. Often teachers just teach and design materials, but they do not suit with students’ need.

I argue that teachers are highly expected to know what is exactly needed by the students in the class. Studies on it had been conducted by many scholars in education and stress the important roles of looking at students’ perception in order to create effective language teaching (Kato 2009; Littlewood 2001; Peart and Campbell, 1999); Stronge et al. 2011; Stronge 2007; Shak & Gadgner 2008). Quoting Jolien et al (2013:43), ‘student engagement is an important condition for positive outcome at school’. Thus, students’ perceptions need to be taken into consideration in creating effective teaching environment.

In this paper, I depict students’ perception about the ways their teachers teach in the classroom. The main intention is to know what they expect and what they do not expect the teachers to be in the English language teaching.

This study is meant to give valuable inputs to the English language teaching as a whole. With the specific area that I address in this paper that is in Indonesia, focusing in one university in Makassar, Indonesia, that is the State University of Makassar, one university which has English education department, I attempt to bring the ideas that in many different countries, students’ perception toward their English teachers and their expectations may vary due to the different conflicting problems they have. Starting from these needs, English teachers in Indonesia, particularly in the universities may try to solve the problems to suit students’ needs and teaching expectations, particularly in English Language Teaching.

# 2. Concepts of Good Teachers and Effective Teaching

In discussing about what students expect from teachers in English Language Teaching, the ideas about good teachers and effective teaching are worthy of discussion. According to Campbell et al. (2003), effective teachers should include: ‘the power to realize socially valued objectives agreed for teachers’ work, especially, but not exclusively, the work concerned with enabling pupils to learn’. Thus, the idea of being good teacher is crucial in which teachers should think about what to be done with reference to their duties in teaching students for better achievement.

Knobloch (2002:22-23) mentions some characteristics of good teachers, that good teachers should be ‘qualified, competent, and caring’. Qualified means that ‘a teacher should complete certification program and earns degree in an area of study whereas being competent for the teacher should be in the way that he or she is able to ‘demonstrate knowledge and understanding of contents, teach effectively, and help students learn successfully’. In addition, being a caring teacher is much more on creating good environment in learning by making good connection between teachers and students.

Stronge et al (2004:9) figure out to be an effective teacher, someone should have prerequisites covering the verbal ability, knowledge of teaching, has joined education, certified, and experienced. There are also characteristics of teachers as a person in which they should build good relations with the students. Their next duties are about organizing the instruction, implementation, and finally monitoring the progress of the students. All of these qualities should be fulfilled by teachers in order to be effective teachers. Stronge et al (2004:99) again summarized that the effective teacher ‘cares deeply’, ‘recognizes complexity’, ‘communicates clearly’, and ‘serves conscientiously’.

Brown (2000:430) has listed several aspects for good teachers which cover ‘technical knowledge, pedagogical skills, interpersonal skills, and personal qualities’. In addition, Harol (1980, cited in Brown, 2000:429) mentions that to be a good teacher, one should have ‘competent preparation, love of studying English, critical thinking, need for upgrading, self-subordination, readiness, cultural adaptability, professionalism, and excitement. These aspects contribute to teachers’ achievement in the class. These are considered as ‘classroom structures’ which includes ‘task, evaluation, recognition, authority dimension of classroom’ which can give benefits toward the process of achieving the goals in the classroom (Ames, 1992:261).

# 3. Research Design and Data Collection

This is a descriptive study employing an open ended questionnaire as a major instrument. This study was conducted at one of the universities in Eastern Indonesia, namely the State University of Makassar, South Sulawesi. Participants were students of English education department in both undergraduate program (First Degree) and Graduate Program (Master Degree). I took one class in each program as a sample consisting 40 students in each program. Therefore, the total number of the subject was 80 respondents.

To find data on the students’ perception on teachers teaching style, I distributed an open ended-questionnaire to those 80 respondents. There were 30 items in the questionnaire in the forms of closed-ended questions whether they agree or disagree. These items were to reveal their expectations toward their teachers in terms of three aspects, namely the use of methods and materials in teaching, the ways teacher manage the classroom, and the teachers’ personal identities. There was 1 item for open –ended question allowing the respondents to state their answer freely about their expectations toward their teachers. I used descriptive statistics to analyze the data based on the rate percentage.

# 4. Findings

In this part, I elaborate the findings gained from the questionnaire in terms of the teachers’ teaching styles in terms of the use of materials and methods in teaching English in the class, the classroom interaction and management, and the teachers’ personal identities.

## 4.1. The Use of Materials and Methods by the teachers in teaching

The first finding from this research is about the expectation of students toward their teachers in terms of the use of methods and materials by their teachers in the classroom. This can be seen in the following table:

Table 1

Teaching styles preferred by students in terms of the use of materials and methods in teaching

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Teaching styles | GP (40 students) | | UP (40 students) | | Total (80 students) | |
| F | % | F | % | F | % |
| 1 | Class presentation | 30 | 75 | 29 | 72.5 | 59 | 73.75 |
| 2 | group discussion | 32 | 80 | 32 | 80 | 64 | 80 |
| 3 | Power point presentation without questions and answers | 7 | 17.5 | 8 | 20 | 15 | 18.75 |
| 4 | Power point presentation but provide questions and answers | 34 | 85 | 32 | 80 | 66 | 82.5 |
| 5 | Exercises in class | 38 | 95 | 39 | 97.5 | 78 | 97.5 |
| 6 | Home-assignment | 39 | 97.5 | 28 | 70 | 68 | 85 |
| 7 | Using online materials | 40 | 100 | 33 | 82.5 | 73 | 91.25 |
| 8 | Reading books | 31 | 77.5 | 13 | 32.5 | 44 | 55 |
| 9 | Paper writing and research project | 34 | 85 | 38 | 95 | 64 | 80 |

Note: F: Frequency; GP (students of Graduate Program); UP (Students of Undergraduate Program)

From the above table, it can be seen that the use of discussion was valued by many the students either in class discussion or in small group discussion. In total, 59 (73.75 %) and 64 (80 %) students from both program respectively preferred the use of this methods by the teachers.

The use of power point presentation was also useful for students. There are 66 students of 80 respondents (82.5 %) who wanted their teachers to use power point presentation but with the chance of questions and answer. There are only 15 respondents from both programs (18.75 %) who disagreed with the use of power point presentation without the chance to ask questions.

The use of exercises by teachers in the classroom and home assignments was also preferred by the students in both graduate and undergraduate program. There are 78 and 68 respondents of 80 respondents (97.5 % and 80 % respectively) who favored the use of class in assignment and home assignments. In addition, the use of paper writing and doing research project was one method favored by the students in both programs (64 respondents or 80 %).

In terms of the use of materials, overall respondents from both graduate and undergraduate program like to use online materials (73 respondents or 91.25 % of 80 respondents) and to use books for reading (44 or 55 % of 80 respondents) respectively. The differences lied on the students of undergraduate program in which 27 of 40 respondents do not like the use of books for reading.

## 4.2. Classroom Interaction and Management

The second finding is about the teachers’ classroom interaction and management. There were some aspects observed in terms of the ways teachers manage and interact in the classroom that were preferred by the students. This can be seen in the following table:

Table 2

Teaching styles preferred by students in terms of classroom interaction and management

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Teaching styles | GP (40 students) | | UP (40 students) | | Total (80 students) | |
| f | % | f | % | f | % |
| 1 | Checking students’ punctuality and attendance | 35 | 87.5 | 39 | 97.5 | 74 | 92.5 |
| 2 | Considering students’ politeness | 36 | 90 | 29 | 72.5 | 65 | 81.25 |
| 3 | Humor or jokes in the class | 39 | 97.5 | 38 | 95 | 77 | 96.25 |
| 4 | Good non- verbal communication | 38 | 95 | 37 | 92.5 | 75 | 93.75 |
| 5 | Good performance and style in dressing | 39 | 97.5 | 36 | 90 | 75 | 93.75 |
| 6 | Rewards and punishment | 30 | 75 | 33 | 82.5 | 63 | 78.75 |
| 7 | Exam notification | 39 | 97.5 | 38 | 95 | 77 | 96.25 |
| 8 | Familiarity | 38 | 95 | 38 | 95 | 76 | 95 |
| 9 | Being punctual | 39 | 97.5 | 37 | 92.5 | 76 | 95 |
| 10 | Good rapport with students | 38 | 95 | 36 | 90 | 74 | 92.5 |
| 11 | Feedback on each task in the class | 40 | 100 | 40 | 100 | 80 | 100 |
| 12 | Gender concern | 10 | 25 | 18 | 45 | 28 | 35 |
| 13 | Pointing directly | 35 | 87.5 | 36 | 90 | 71 | 88.75 |
| 14 | Inviting students’ comments and critics | 39 | 97.5 | 38 | 95 | 77 | 96.25 |
| 15 | giving comments on students performance | 36 | 90 | 36 | 90 | 72 | 90 |
| 16 | code mixing, code switching in the class | 34 | 85 | 39 | 97.5 | 73 | 91.25 |
| 17 | High concerns with students’ personal matters | 29 | 72.5 | 36 | 90 | 65 | 81.25 |

Note: F: Frequency; GP (students of Graduate Program); UP (Students of Undergraduate Program)

In terms of punctuality, attendance, and politeness, students in both programs have positive attitudes. The majority of the respondents required their teachers to check students’ punctuality, attendance, and concerns the students’ politeness in the class as one way to decide their achievement in the class. There are 74 (92.5 %), 65 (81.25 %), and 77 (96.25) of 80 respondents who agreed respectively.

The use of humor in the class was valued by the students (77 or 96.25 %) respondents agreed with the humor by their teachers). They also want their teachers to have good body language (75 or 93.75 % respondents) and to have good performance in dressing (75 or 93.75 % respondents). Other aspects valued by students were that wanted their teachers to have high concern on their personal problems (81.25 %), and apply code-switching in the class (91.25 %).

Other aspects to be preferred by the respondents were that the use of reward and punishments (78.75 %), exam notification (96.25 %), being familiar (95 %), being punctual (95 %), good communication (92.5), and giving feedback (100 %).

One of the things they disagreed was the grouping of students based on gender. The majority of the students disagreed with that (only 35 % of 80 respondents). Pointing students directly, giving comments to students as well as accepting comments from students are also preferred by the majority of the students.

## 4.3. Teachers’ Personal Identities

The third finding is on the personal identities of the teachers. Some of the personal identities of the teachers become the expectation by the students. This can be seen in the following table:

Table 3

Teaching styles preferred by students in terms of teachers’ personal identity

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No | Teaching styles | GP (40 students) | | UP (40 students) | | Total (80 students) | |
| F | % | f | % | F | % |
| 1 | A woman | 37 | 92.5 | 36 | 90 | 74 | 92.5 |
| 2 | Young and energetic | 37 | 92.5 | 32 | 80 | 69 | 86.25 |
| 3 | High educational background | 38 | 95 | 38 | 95 | 76 | 95 |
| 4 | Good skills in English | 38 | 95 | 39 | 97.5 | 77 | 96.25 |

Note: F: Frequency; GP (students of Graduate Program); UP (Students of Undergraduate Program)

The majority of the respondents like their teachers if they are woman, young, and have good educational background as well as good skills in English. 92.5 % of the respondents wanted their teachers to be female, young and energetic (86.25 %), high educational background (95 %), and good skills in English (96.25 %).

# 5. Discussion

The above findings show the expectation from students towards their teachers. In terms of the use of materials and methods, students preferred the use of discussion either in the forms of class presentation or in small group discussion. In line with what Brown states that, a group work, is a ‘multiplicity of technique in which two or more students is assigned a task that involves collaboration and self-initiated language’ (2000:177). Therefore, teachers may assign students to form groups and discuss about the particular topics. Students may be given chance to present the assigned materials in the class in group and invite comments and questions from other groups. In addition, students may discuss about a particular topic and discuss in the small group which is then followed by reporting and questioning.

The application of group work in teaching is very beneficial since it can integrate many different levels of English proficiency among the students. With the group work, students can share their arguments and learn to cooperate in learning. Brown (2000:177-178) mentions that group work has effective functions in ‘generating interaction, offering embracing affective climate, promoting learners’ responsibility and autonomy, and becoming a step toward individualizing instruction’. This method made useful insight for them to become more independent in learning, making them more creative.

The classical way in which teachers just explained the materials as a whole was not preferred by the students. Even the classical way is chosen, teachers are recommended to provide power point presentation as a whole but the chance to ask and answer questions should be given to them. This demanded the use of multimedia in language teaching. In fact, the uses of online materials, since students can have good access to the internet, are more preferable than reading books or copied books, which according to them, tended to be boring. Since nowadays the use of internet is recognized worldwide, students may be encouraged to use online materials beside the use of books provided by the teachers. This may enhance the students’ creativity to find out good materials that suit with their needs. The use of CALL (Computer-Assisted Language Learning) is also numerous and have proved its significance function as a tool in language learning (Jauhara, 2009; Priyanto, 2009; Shulman, 2001).

Material designs are important aspects to be considered by the teachers. The finding above shows the demands of the students towards the teachers who use various types of materials. The use of assignment either in class or home assignment was valued much by the students. This was, according to them, made them more creative. No assignment no creativity. Thus, they also favor doing research project or paper writing.

Many strategies for classroom management and interaction were preferred by the students. One important aspect in terms of classroom interaction is the use of teacher talk. Teacher talk here is all of the languages used by the teachers in building interaction with the students in the class. The talks may cover the expressions used by the teachers in opening, running, and ending the lesson in the class. These language expressions may function as instruction and as management. So, there are some expressions of the teachers used in giving instructions and there are also some of those used in managing the class. Moskowitz (1971, cited in Brown 2000:170) classifies teacher talk in the FLINT system (Foreign Language Interaction System) into two types, namely those that have direct influence and those that have indirect influence, such as how to deal with feelings, praises or encourages, etc.

In the findings, students wanted their teachers to cover their punctuality, attendance, and politeness in the class to be considered as an aspect of evaluation. The reasons are that many teachers focus solely on students achievement based on what they wrote and said in their paper exams without looking at their attitudes. Checking punctuality, attendance, and politeness in the class may become the tools to create good classroom management. The main focus in this aspect concerns the roles of the teacher in interaction, which is according to Rebecca Oxford (cited in Brown, 2000:167-178), teachers may function as ‘controller, director, manager, facilitator, and resource.’ This integrates the task of teachers to create good flow of interaction in the class and manage the interaction so it can fulfill the students’ achievement.

The use of humour or jokes in the classroom is an important factor to be considered. The reasons are that students may find boring in the class and need times to relax. This is among the interesting types of teacher talk, which is classified as indirect type of teacher talk. Teachers may use humour as the ways of maintaining the flow of interaction. According to Hay (2000:716), jokes can be an effort to ‘maintain solidarity and to negotiate differences among speakers’. Ukosakul (2005:121) notes that jokes can be used to ‘distract attention from the seriousness of the situation and can also be used to communicate something that is sensitive and could make a person lose face’. Therefore, teachers and students engaging in classroom interaction may apply humor as strategy to deal with various differences in the class, between teachers and students and among students themselves in order to manage the classroom interaction. In this way, teachers and students may create good environment in the class which is good for students’ achievement. This is also in line with Bell’s study on the important roles of humor in foreign language teaching (2009).

The demand of good non-verbal communication for teachers is also obvious. Like the use of humor, this style is also a good way to reduce tension in the class. To gain good interaction in the class, teachers may also apply non-verbal communication. Besides the verbal ways used by teachers in terms of teacher talk, teachers need to control their non-verbal communication. Jackson (1983:338) points out the important role of non-verbal communication: ‘bodily movements can do more than words can say’. Therefore, communication by teachers to students and vice versa aimed at organising the classroom management, can use verbal strategies using words and language, or non-verbal means such as ‘facial expression, gaze, gestures, postures, bodily contact, spatial behavior, clothing, and other aspects of appearance, nonverbal vocalization, and smell’ (Argyle, 1988:1-5; Salzmann, 1998:213). A study by Negi (2009) found that ‘students were highly motivated to the teachers who smiled at them, made them laugh in the classroom’. In addition, students became more active if the teacher kept movements in the classroom and made frequent eye contact with them.

Another thing which is needed by the students is the use of rewards and punishment and the exam notification. Sometimes teachers do not notify the time to join the exam. According to the respondents, they need to be notified for exam in order that they could prepare well. Rewards and punishments are needed for more spirit.

Teachers who use code-switching in the class was more preferable that those who always use English or Indonesian all the time. The use of code-switching made them more understanding. Code-switching, according to Hudson (1987:56), is a situation in which one speaker uses ‘different varieties at different times’. In classroom interaction, teachers and students may code-switch their languages form their English to their first language. Sert (2005:1) notes that ‘code-switching is a widely observed phenomenon especially seen in multilingual and multicultural communities’. Sert (2005:1) further notes that ‘alternation between languages in the form of code-switching is a widely observed phenomenon in foreign language classrooms’. This code-switching may bring functions in the classroom. Elridge (1996:305-307) mentions some functions of code-switching in the classroom such as the need to find equivalent items in the other code, to hold the floor, to reiterate messages, to claim group membership, to control conflict, and to negotiate. This study shows the preferences of the students toward their teachers who use code-switching in the class in order that they could understand the materials well and find colloquial meaning between Indonesian and English if the teachers try to translate their English expression to Indonesian.

Good relation between teachers and students is also an important factor in interaction. I argue that improper relation between teachers and students might give unsatisfied results of the ELT. Good rapport should be built and maintained, instead. Therefore, in terms of the act of giving and accepting comments, students acted tolerably in which teachers may give a lot of comments to students. However, students also wanted their comments about the teachers heard and accepted by the teachers. Ideas on education should bring democracy in which teachers are not the sole focus but also the students.

Students also wanted their teachers to be familiar not only in the class but also outside of the class. In addition, they wanted good rapport with the teachers. The problems sometimes by the students were that they sometimes got difficulties in contacting their teachers. Students also wanted their teachers to pay more attentions on students’ personal matters. For example, when they are sick, students wanted their teachers to be more tolerable in submitting the assignments.

According to the respondents, they need to maintain good rapport, good communication, and good relations to the teachers. One of the ways is by having mutual understanding or maintaining politeness. Brown and Levinson (1987:58) say that politeness essentially ‘means satisfying communicative and face-oriented ends’. This brings the ideas that teachers and students should have mutual understanding by encoding politeness. With reference to politeness study by Mahmud (2010a), mutual understanding or mutual respect can create good relations and maintain solidarity and intimacy among the interlocutors. If this environment can be created in the classroom, better achievement from the students can be obtained.

Another important factor is the gender concern. Students wanted their teachers to be not discriminating between female and male teachers. Students did not want to be grouped based on their sex differences. To some extents, their teachers, especially females, tended to pay more attention to female students only, and vice-versa. Therefore they preferred female teachers than male teachers. One of the reasons was female teachers are more accommodating than male teachers.

This study shows that the choice of the teachers, whether female or male, may also bring crucial ideas in English language teaching. Starbuck (2003:1) comments that gender is a factor in selecting the styles by teachers in teaching. Lacey et al (1998, cited in Starbuck, 2003:2) also point out that there are differences in the styles of female and male teachers in teaching. Accordingly, male teachers tend to be ‘dominant and exacting’ whereas female teachers tend to be ‘more informal and open to students and their ideas’. A study by Sakurai (2012) also proved the influence of gender in students’ perception toward good teacher. Quoting Yuce et al (2013), ‘teaching is further desired as a first profession by female’.

Thus, this finding brings the ideas of gender issues in English language teaching, whether gender differences in teaching English may have significant effect on students’ achievement. A study by Mahmud (2010b) proves several characteristics of female and male students in learning English which need further attention. The main consideration is that the learning process of students may be influenced by individual differences, including gender differences. This study proves the important roles of gender issue in English language teaching.

The personal identity of the teachers was also required by the students. They also wanted their teachers to be young and energetic to give them more inspirations. Good skills in English and high educational background was valued more than those who were not skillful and lower educational background.

Therefore, the students either in undergraduate program or graduate program preferred to be taught by high educational background. If they are in master program, they should be taught by teachers with doctorate qualification. And if they are in undergraduate program, they do not want their teachers are from undergraduate degree as well. Other important considerations of teachers’ style are their English capabilities. It should be highly considered that teachers are the sole factor in the English Language Teaching. Teachers will direct students in order to have capabilities in English proficiency. Teachers should become a model for them, and therefore, teachers should demonstrate good English competencies.

Overall, what students want from their teachers are not only in terms of transferring the knowledge but also in maintaining good relations. This is in line with Stronge states that:

*Effective teachers continually demonstrate respect and understanding, along with fairness regarding race, cultural background, and gender. Students’ perceptions of teacher effectiveness emphasize racial impartiality, with equitable treatment of all students. The students expect teachers not to allow ethnicity to affect their treatment or expectations of students* (2007:26).

All of these characteristics are in line with the criteria of good teacher suggested by Palmer (1998) in which good teacher should be caring. Palmer stated that, ‘good teachers make connection with students and connections are made with the heath and not the teaching method’ (cited in Knobloch, 2002:23). A caring teacher is further described in American Heritage Dictionary (1985) that ‘a caring teacher displays a frame of mind—disposition—to protect, supervise, show interest in, painstakingly guide, and show concern for their students’ (cited in Knobloch, 2002:23). Sakurai’s study (2012) also proved that learners want their teachers to demonstrate the characteristics of knowledge, experience, and personality.

Based on this discussion, it can be summarized that what is important to be good teachers can be first viewed from the application of method by the teachers in the classroom. Each teacher may apply different teaching methods depending on the courses they are teaching. The use of methods will also be different according to the skills in English the teachers are teaching. Teachers may apply classical way or may also apply communicative strategies.

The use of multimedia in teaching is also crucial. With the fast growth of information and technology, teachers may apply multimedia in teaching such as the use video, radio, television, and computers. Presentation by teachers may not only use Overhead Projector anymore, but by using the Power Point Presentation, which is easily prepared and used. Another important aspect, beside the methods used by the teachers, is the material design. One of the ways is by using facilities such as the use of online system.

Classroom interaction and management are also crucial. For the sake of maintaining the good classroom interaction, teachers are expected to create good classroom interaction and management. Teachers’ personal identities such as their educational background, gender, age, or teaching experience are also pivotal aspects for effective teaching. Teachers should be well experienced, certified, and competent which can be seen from their educational background, length of duties they experienced, etc. Their gender may also be influencing.

# 6. Limitations and Conclusions

This paper has discussed many important characteristics of teachers teaching styles preferred by students. This is an important note to be remembered that being a teacher needs to fulfill many characteristics in order to be effective teachers. The good or effective teachers recommended by the students are not only in terms of pedagogical competence such as the use of materials and methods, but also in terms of interpersonal skills and personal qualities.

This paper has discussed the important factors of looking at the students factors as an indicator for successful ELT. It is proved that students’ expectation toward the teachers in English Language teaching is not only on the adequate teaching methods and materials provided in the class. Greater expectation lies much on the good interaction between teachers and students. The use of humor, non-verbal communication, language choices, good rapport and politeness, as well as gender concerns in the classroom are all the areas that should be worthy of consideration.

An interesting thing to note is about the gender issues. The findings show that students wanted their teachers to be not discriminating between female and male students. However, the majority of the students wanted their teachers to be female because female teachers, according to them, are more accommodating than male teachers.

Apart from the above findings, this study has limitations. The study should be continued by observing more on teachers and students interactions in the class. As this study only applied an open ended questionnaire in which students were asked to state what they wanted for their teachers, the questionnaire may not give free choices for them to express their opinions. Further studies are recommended such as in terms of gender issues and politeness ideas in the classroom interaction.

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