

Characteristics of Effective EFL Teachers in Mexico as Perceived by Students and Teachers¹

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Introduction

The research question upon which this study is based is, "Do Mexican students and teachers perceive effective English as a Foreign Language (EFL) teachers in the same way?" This article will discuss the characteristics of capable EFL teachers as viewed by both the teachers and students. The data from 334 EFL university students and 101 EFL teachers were collected for this study during 2000-2001. The students were from the same university and maintained a dynamic relationship with different university teachers; however, the teachers all came from diverse teaching situations in different parts of Mexico. The ultimate goal for this research is to enlarge the existing data concerning effective EFL teacher characteristics in order to develop language teacher preparation models that incorporate aspects of relevant language teaching and to aid in establishing standards for evaluating language instructors.

In the last decades, criteria for effective teaching have become serious educational research topics and work has been carried out to define the characteristics of the "good teacher" (Bernhardt & Hammadou, 1987; Brophy, 1979; Politzer & Weiss, 1971). Yet, there is still no consensus model of the ideal teacher, nor is there an agreement as to the particular characteristics, desirable behavior or qualifications necessary to produce the perfect teacher (Bernhardt & Hammadou, 1987; Erickson, 1984; Politzer & Weiss, 1971). Comparatively little research has been carried out in specific subject areas or disciplines of teaching because each teaching/learning situation is unique, and subject areas are different. Due to this, there are teaching behaviors that are considered to be effective in one setting and not in another. For example, mathematics, social studies and language teachers may have different characteristics of effective teaching (Sternberg & Horvath, 1995). This paper is an attempt to determine what Mexican students and teachers perceive as effective EFL teacher characteristics.

Theory of Communication

The teaching of foreign languages is different from the teaching of other subjects in that the means of instruction is also the content of the course. In this paper, effective language teaching is taken from the point of view of communication because of its importance to the learning/teaching process. Teaching is seen as a continuous process of com-

¹ This is a refereed article.

munication in which the teacher is involved in sending messages to students who respond.

The theory of communication that has been presented by innumerable researchers since Monroe (1967) consists of a series of steps. First, the speaker has an idea, which is then translated into verbal symbols. Next, the speaker's brain sends neural messages to the vocal mechanism for the production of speech. While this is occurring, the speaker is also sending non-verbal messages through gestures, eye contact, facial expressions, posture and other body movements. In the fourth step, the listener begins the intake of the message and then decodes and interprets the signals while at the same time reacting non-verbally, cognitively and emotionally. In the sixth step, the speaker reads the verbal and non-verbal reaction of the listener and begins to interpret what is happening to the other party. As the speaker interprets the listener's reaction, he or she responds to the other's expressions of doubt, disbelief, fear, rejection, boredom, disappointment, empathy, interest or acceptance. From this we can say that communication consists of a flow of ideas back-and-forth between speaker, "S", and receiver, "R", such as in Diagram 1 below:

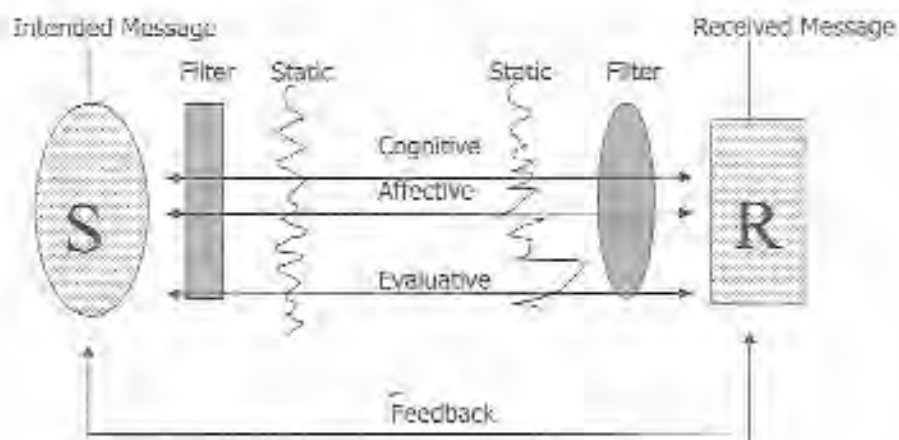


DIAGRAM 1: THE COMMUNICATION PROCESS

In the EFL classroom, communication is similar. The teacher supplies the input, communicates the subject and conveys ideas, concepts and thoughts to the students through voice, symbols, body, visual aids, audio and audiovisual means. The students perceive the teacher's mes-

sage by decoding the symbols, the verbal and non-verbal actions of the teacher and react in various ways to the teacher's communication. However, this type of communication is an intellectually, psychologically, sociologically, physiologically and linguistically complex process that can break down on any of these points (Savignori, 1993). The effects of a partial or complete breakdown would result in deficient or poor teaching and learning. The teacher may disrupt the communication process by a disorganized or unclear organization of ideas or argumentation. The students' negative perception of the teacher's knowledge of English could produce an unfavorable sense of the instructor's personality and ability in the learners. Another possible barrier to the communication process is a linguistic one. If the teacher's knowledge of the lexicon (words) or syntax (grammar) of English is deficient, then incomplete or incorrect meanings are conveyed to the students.

Principal Factors in Effective Teaching

Most of the findings in research to determine effective teaching characteristics support the fact that there are several main factors that can help or impede the teacher-student communication. The first is *Teacher-Student Interaction Styles* (Duhelle, 1986; Reid, 1995). Due to the fact that teaching is a two-way process, the quality of the interaction is significant to that process. Even though, as previously mentioned, there is no consensus model for the ideal teacher, effective teachers are often described as those who come to know their students and are sensitive to the way they receive and process information. An effective teacher establishes a classroom environment that is motivating, interesting and holds the students' attention. These teachers adapt their behavior to meet students' needs and are able to respond to the group dynamics of their situation. All of these depend on the interaction styles of both parts.

The lack of effective communication and differences in students' achievement are sometimes blamed on a second factor, that of *Teaching Methods and Techniques* (Dubin and Olshtain, 1986). One method can have some advantages over another but often it is effective communication between student and teacher that determines how well a method is executed in the classroom. An excellent teacher can take a weak method and make it work as long as there is efficient communication; however, the opposite is also true. A weak teacher can attempt to use a proven method and not be able to execute it due to ineffective communication.

Also, a teacher may be an expert in English with a solid knowledge of teaching methods and theoretical rationale, but communication can break down if there is a lack of *Planning and Organization* (Penner,

1992) which is the third factor. A well - planned and organized lesson can help the learner determine the items being taught and arrange them in order of priority.

Interest and Attention (Penner, 1992) in the classroom are other important factors in classroom communication. Without interest there is little attention and without attention, communication and learning will not take place. The importance of being interesting and having a good delivery are extremely important points for teachers who want to have the attention of their students. In student questionnaires used to evaluate teacher effectiveness in major universities in the United States, the factor of interest usually rates high on the list of desirable qualities.

Even though teachers may have excellent academic qualifications, a good background in theories and methods, lots of teaching experience and good communicative skills, these do not guarantee effective classroom communication. The communicative process involves the entire person and effective teachers teach not only the subject but also themselves. While subject matter knowledge and teaching skills enable communication, what is actually perceived by the listener may not depend so much on the teacher's skill but instead on the personality of the speaker and the personal relationship between the learner and the instructor. Because patterns of thought, speech and manners are a reflection of personality, teaching styles vary with the *Personality of the Teacher* which is the final factor I want to discuss. Penner (1992, p. 45) defined personality as the sum of an individual's unique qualities that include five areas:

1. The first quality is physical appearance: This includes dress, hair style, height, weight, age, health and neatness;
2. The next is intelligence: This consists of aptitudes and natural and acquired knowledge;
3. The third quality is social capacity: This Penner defines as the ability to adjust to various social settings and situations and to interact with others appropriately;
4. The subsequent attribute is made up of various cultural qualities: These refer to interactive speech communication and personal manners that appropriately reflect the culture of the interlocutors;
5. Finally Penner lists psychological make-up as an important factor: This, according to Penner, reflects a teacher's emotional stability, enthusiasm and the ability to stimulate and inspire others.

Methodology for the Study

The questionnaire used in the present study was composed of a list of 20 EFL teacher characteristics that were chosen to reflect these five factors of personal, pedagogical and interactional characteristics. The

characteristics had been mentioned in the published studies referenced above concerning teacher qualities and they also corresponded to unpublished research I did in 1999. In this latter project, 196 EFL university students were asked to write as many characteristics as they could remember of motivating and de-motivating factors that had aided or hindered in their learning during all their years of studying English. The 196 students provided 1058 comments which were coded and found to be divided into basically 9 areas. However, by far the largest area with 731 of the 1058 comments (69.1%) conclusively identified the teacher as the principle motivating and de-motivating factor in the students' learning. In Appendix I, we can see the results of the *Teacher Factor* of the study with the 731 comments that were made by the student participants.

From these results which coincided with results published in the literature (Bernhardt & Hammadou, 1987; Brophy, 1979; Ericksen, 1984; Penner, 1992; Politzer & Weiss, 1971), the author concluded that from the students' point of view, the teachers and other areas of influence that the teachers had control over, such as good organization, their command of the language, interesting classes, teaching skills, willingness to help students and other teacher-centered qualities, were factors that the students found as the most helpful in learning language. Based on these findings, a 20-item instrument was created (see Appendix II). This was administered to 334 EFL university students and to 101 EFL teachers. The students were all from the same university, but studying in different English levels while the teachers were from different teaching situations and areas of Mexico. This is due to the fact that the teachers had been members of the audiences of different presentations that the author had given over a period of a year and a half at various conferences. For this reason, this study could not guarantee that 100% of the participating teachers were of Mexican nationality; however, they were all English teachers teaching within Mexico. Another limitation of this study is that not all of the teachers to whom the questionnaires were given returned the results, thus the large difference in numbers between the student and teacher participants. The students and teachers were both asked to choose, from among the 20 items, those they considered to be the 5 most important teacher characteristics and to write the number of those items in order of importance (1-5; 1 being the most important characteristic and 5 the least important). This was done anonymously, so that the students would answer as honestly as possible knowing that their teachers would not be able to identify who wrote which answers.

Results of the Study

The student results were the first to be collected. Initially, the results of the five different EFL levels were merged in order to identify the items that were chosen most frequently by all of the students. In these results, the researcher/author considered any characteristic that was chosen by over 20% of the students as being significant and thus needing to be looked at more closely. The items chosen by between 20-29% were marked on the chart with one asterisk. Those chosen by 30-39% had two asterisks, those by 40-49% were awarded three asterisks, and those above 50% received four asterisks (see Appendix III). The use of one or more asterisks was chosen simply as a visual method to mark the percentages that the items had been chosen and had no other special meaning. All of the characteristics in the questionnaire, except for two that had no generalizable category (these were considered as #5), fell into the following categories.

1. Teacher's didactic skills
2. Teacher's focus on the student as an individual
3. Teacher's command of the target language
4. Teacher's personality qualities
5. Not clearly a category

The table in Appendix III shows the percentages that the students preferred an item, the assigned asterisks for the bolded characteristics that were chosen 20% or more of the time, and the number of the category the characteristic fell into.

Now you may be asking yourself: "Was there a difference among the students of different levels of English in their responses?" In Appendix IV, the groups are represented by their course number placed above the percentages. The courses ranged from Basic I (101) to bilingual students studying content courses in English (400). A quick glance seems to show that there isn't much of a difference, or if there is one, it is very small. However, in evaluating this type of data, one must always prove that there is NO significant difference between the groups involved in the study to make the findings reliable. Thus, a chi-square test was performed on the results of the different groups.² These results (Appendix

2 In the case of the chi-square test, if the resulting number is .05 or larger, it signifies that there is a difference between the choices made by the groups. In three of the results, the reader can see that there is an "E-" followed by another number. This implies that the number that follows the dash indicates the number of zeros placed after the decimal point and before the preceding numbers. For example, in the last result of groups 101 to 400 (3.31E-23), the complete number should read "0.0000000000000000000000023" which shows that a very small difference exists between the choices made by the two groups.

IV) indicated no relevant differences between the students of the different EFL levels.

If you remember, the original question in the introduction was, "Do Mexican students and teachers perceive effective EFL teachers in the same way?" When the results of the students were compared with those of the teachers using the chi-square, it was found that although there were some differences, especially in the frequencies of some of the characteristics on the instrument, the chi-square did not reveal any significant disparities between the directions of the frequencies of the two groups (see Appendix V).

Even though the chi-square did not find large differences when looking at all the results, we can see in Appendix V that there were some close similarities in the percentages. If the reader can accept a 10% or higher difference as being significant, then the following characteristics are noteworthy: In characteristic #1, there is a 10% difference between student and teacher choices. Students did not consider that understanding the curricula of all the courses of the English program was as important as did the teachers. In the responses to characteristic #3, the students again demonstrated their preference that the teacher should be flexible by a 15% difference from that of the teachers who did not feel this characteristic to be as important. Both students and teachers regarded characteristic #5, that the teacher stimulated the students to become independent learners, to be very important, however the teachers rated it almost 15% higher than did the students. This is possibly due to the present emphasis on autonomous learning in the ELT field. Characteristic #6 demonstrated that a teacher speaking English as their native language was almost 10% more important for the students than for the teachers. In characteristic #9, we can see that having a sense of humor was approximately 10% more important for the students than for the teachers. Characteristics #10 and #11 were both rated extremely high in importance by both groups, but the teachers rated the organization and preparation of the class and motivating students to study higher than did students (with a 26% and a 10% difference respectively). Teaching comprehensibly in item #13 was assessed as being 10% more important for students than for teachers, but again the percentage is high for both groups. And characteristic #14 can alleviate teachers' doubts that the students prefer a teacher of one sex over another. Only five of the 334 students chose that option.

If the reader accepts that the results of the chi-square in Appendix V strongly suggest that the two groups of teachers and students share the same tendencies in their choices (chi-square = 0.000356210), then averaging the percentages of the two should reveal which were the 5 most chosen characteristics (see Appendix VI). As we can see, characteristic #10, of "good preparation and organization" was chosen by al-

most 65 % of the participants as being the most important teacher characteristic. The second most important, #11, "motivates the students to study", was chosen by 61 %. The third most important teaching quality was characteristic #5, "stimulates the students to be independent learners," with almost 53 % preferring it. In fourth place was item #7, "makes the class interesting" with 46 % of the responses and in fifth place was characteristic #13, "teaches comprehensibly," with practically 43 % of the student/teacher population selecting this teacher quality.

Conclusion

The five qualities mentioned above represent the most desirable characteristics of effective language teachers as seen by both teachers and students in Mexico. However, if we look further at the percentages we can see that many other characteristics were rated quite highly. Teaching is not merely a matter of intellect. One cannot teach a subject without projecting some kind of an attitude and feeling about it to the students. For this reason, teachers' personalities can be of the greatest importance in determining students' and teachers' success or failure in the classroom. Teaching is an art and draws on experiences and resources that are defined and exhibited through the teachers' personalities. In this sense teaching cannot be easily transferred to or learned from others. Teachers should not try to imitate the style or personality of other teachers, but instead they should develop and adapt behaviors and methods that fit their own personalities. In this study good preparation and organization which made English more comprehensible for the students and teaching methods and techniques that motivated students and made them interested not only in the class but also in continuing to study independently, were found to be the most desirable communication qualities of EFL teachers.

Research on effective language teaching should continue and hopefully some of the readers of this article will take it upon themselves to do so. We as EFL teachers should continue searching in the hope that we can better understand the basic principles and phenomena underlying "good teaching", thus improving the teacher education process. Questions of interest for further research could be: "How closely do teachers' beliefs about the important characteristics of EFL teaching parallel their actual practice in the classroom?" or, "To what extent do these characteristics contribute to learners' achievement?" By noting the results, EFL-oriented research can guide the teacher and the teacher trainer towards better defining the principles of effective instruction. The results of this project suggest that, unlike what many teachers think, students are interested in more than simply passing the course. They are constantly evaluating and judging our teaching abilities in ways similar to the ones we use in evaluating their learning. If we think that

our students do not care what methods we use or how well prepared we are, we need to think again. These results show that students as well as teachers intuitively know what the characteristics of a "good" teacher are.²

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² I would like to thank all the teachers who have helped this study to take place by completing the questionnaires. ¡Felicidades! ¡Son excelentes profesores!

Appendix I

Teachers as Motivational Factors for EFL Students

| 369 comments representing 62% of all the motivational categories | # Comments |
|---------------------------------------------------------------------------------------------------------------------------------------------|------------|
| Teacher character (inspires confidence, tranquil, empathetic, friendly, patient, good humor, dynamic teacher, enthusiastic, loves teaching) | 133 |
| Teacher motivates students, positive reinforcement | 57 |
| Personalized treatment (remembers names, is interested in students) | 35 |
| Trained and knows how to teach | 21 |
| Answers questions and explains in detail | 17 |
| Classes are interesting | 16 |
| Is a native speaker of English | 13 |
| Gives creative homework | 13 |
| Mutual respect | 11 |
| Flexible | 10 |
| Fair evaluation methods | 9 |
| Speaks slowly | 6 |
| Punctuality | 6 |
| Attractive appearance | 6 |
| Exigent and demands work of the students | 4 |
| Provides goals | 3 |
| Responsible | 2 |
| Organized | 2 |
| Five comments of 1 motivational quality each | 5 |

Teachers as De-Motivational Factors for EFL Students

| 362 Comments representing 79% of all the de-motivational categories | # Comments |
|----------------------------------------------------------------------------------------------------------|------------|
| Teacher Character (dictator, always mad, little patience, bad humor, hysterical, psychological problems) | 110 |
| Teacher correction (humiliation in front of group, criticizes, makes fun of students, threatens) | 57 |
| Boring classes | 42 |
| Homework too difficult or too much | 26 |
| Lacks responsibility, not punctual | 25 |
| Poor teacher (doesn't know how or lacks experience) | 22 |
| Not a native English speaker | 13 |
| Speaks too quickly | 12 |
| Only speaks with the better speakers | 7 |
| Ignorance of the teacher | 6 |
| Lack of discipline | 5 |
| Dishonesty | 5 |
| Monologues | 4 |
| Form of grading | 4 |
| Poor physical appearance | 3 |
| Doesn't recognize his/her mistakes | 2 |
| Lazy | 2 |
| Four different comments of 1 de-motivational quality each | 4 |

Appendix II CUESTIONARIO

Abajo encontrarás una lista con características de maestros de idiomas. Escoge las cinco características que consideres que son las más importantes y que tus maestros de idiomas deberían tener. Escribe primero el número de la característica más importante en una hoja de papel, después el número de la segunda, luego de la tercera, y así sucesivamente hasta llegar a la quinta en importancia. Después, entrega éste cuestionario y tu hoja (sin nombre pero con la clave del curso y el número de sección) al instructor. Gracias por tu cooperación en este estudio.

Que el maestro:

1. Entienda los planes de estudios de todos los cursos del idioma.
2. Ayude a los estudiantes cuando termina la clase.
3. Sea flexible con los estudiantes.
4. Preste atención a su apariencia física. (*limpieza, vestuario*)
5. Estimule a los estudiantes a aprender independientemente.
6. Entienda perfectamente (como hablante nativo) el idioma que enseña.
7. Haga la clase/ lección interesante.
8. Tenga actitudes positivas hacia los hablantes nativos del idioma que enseña.
9. Tenga sentido de humor.
10. Prepare y organice bien su clase.
11. Desarrolle la motivación en los alumnos para estudiar el idioma.
12. Sea sensible a los problemas de los alumnos.
13. Enseñe clara y entendible.
14. Sea mujer u hombre
15. Entienda la cultura de los hablantes nativos del idioma.
16. Mantenga disciplina.
17. Ayude los alumnos a que tengan éxito a través de los ejercicios que les da.
18. No discrimine a los alumnos.
19. Enseñe las clases usando el idioma extranjero que están estudiando.
20. Tenga una buena orientación hacia la investigación en el área del idioma que enseña.

Appendix III
Percentages of the five student groups (334 students) merged
Ranking of Choices

| Item | 1 st | 2 nd | 3 rd | 4 th | 5 th | Total % | Characteristic | Category |
|------|-----------------|-----------------|-----------------|-----------------|-----------------|---------|---------------------------------------------------|----------|
| 1 | 0.021 | 0.021 | 0.006 | 0.012 | 0.012 | 0.072 | Knows the curriculum of the language program | 1 |
| 2 | 0.036 | 0.036 | 0.027 | 0.048 | 0.057 | 0.204 | Helps students after class | 2 |
| 3 | 0.102 | 0.063 | 0.051 | 0.051 | 0.087 | 0.354 | **Flexible with students | 2 |
| 4 | 0.006 | 0 | 0.003 | 0.017 | 0.015 | 0.036 | Appearance is attractive | 4 |
| 5 | 0.100 | 0.125 | 0.108 | 0.048 | 0.066 | 0.450 | *** Helps students become Independent Learners | 3 |
| 6 | 0.132 | 0.065 | 0.039 | 0.033 | 0.021 | 0.291 | * Good command of English | 3 |
| 7 | 0.105 | 0.114 | 0.093 | 0.099 | 0.069 | 0.48 | **** Makes class and lessons interesting | 1 |
| 8 | 0.015 | 0.03 | 0.039 | 0.021 | 0.018 | 0.123 | Has positive attitudes towards English speakers | 3 |
| 9 | 0.021 | 0.06 | 0.063 | 0.033 | 0.075 | 0.252 | * Has a sense of humor | 4 |
| 10 | 0.078 | 0.129 | 0.132 | 0.108 | 0.06 | 0.507 | ***** Good preparation & organization | 1 |
| 11 | 0.166 | 0.081 | 0.114 | 0.114 | 0.084 | 0.561 | ***** Develops motivation to learn English | 1 |
| 12 | 0.015 | 0.024 | 0.036 | 0.06 | 0.045 | 0.18 | Possesses sensitivity for the students' problems | ? |
| 13 | 0.081 | 0.09 | 0.117 | 0.108 | 0.078 | 0.474 | ***** Teaches so students understand | 1 |
| 14 | 0 | 0 | 0 | 0 | 0.003 | 0.003 | The sex of the teacher | 5 |
| 15 | 0 | 0.027 | 0.015 | 0.024 | 0.012 | 0.078 | Knows the culture of English speakers | 3 |
| 16 | 0.003 | 0.009 | 0.009 | 0.033 | 0.039 | 0.093 | Has a well disciplined class | 1 |
| 17 | 0.018 | 0.072 | 0.075 | 0.108 | 0.093 | 0.366 | ** Helps students be successful | 2 |
| 18 | 0.012 | 0.003 | 0.015 | 0.033 | 0.051 | 0.114 | Does not discriminate between students | |
| 19 | 0.078 | 0.042 | 0.045 | 0.045 | 0.057 | 0.227 | * Lessons are taught in English | 3 |
| 20 | 0 | 0.006 | 0.009 | 0.006 | 0.027 | 0.048 | Conducts research in the area of English teaching | 5 |

The five teacher categories that all the above characteristics fitted into were the following:

1. Teacher's Didactic Skills
2. Teacher's Focus on Students
3. Teacher's Command of English
4. Teacher's Personality
5. Not clearly a category

Appendix IV Course Levels and Chi-square Results

| Item # | Basics | | Intermediates | | Advanced Very High 400 | Chi-square results between the 5 different PFL levels |
|--------|------------|-------------|---------------|-------------|------------------------------|----------------------------------------------------------|
| | Low 101 | High 102 | Low 201 | High 301 | | |
| 1 | 0.053 | 0.106 | 0.091 | 0.042 | 0.071 | |
| 2 | 0.213 | 0.348 | 0.136 | 0.211 | 0.089 | 0.009779816 |
| 3 | 0.36 | 0.348 | 0.348 | 0.352 | 0.257 | 1.85E-06 |
| 4 | 0.053 | 0.045 | 0.03 | 0.014 | 0.036 | |
| 5 | 0.64 | 0.515 | 0.333 | 0.423 | 0.321 | 0.00117106 |
| 6 | 0.267 | 0.258 | 0.303 | 0.366 | 0.25 | |
| 7 | 0.453 | 0.434 | 0.5 | 0.423 | 0.607 | 7.12E-20 |
| 8 | 0.186 | 0.106 | 0.106 | 0.099 | 0.107 | |
| 9 | 0.1 | 0.152 | 0.197 | 0.31 | 0.429 | 3.11E-23 |
| 10 | 0.113 | 0.439 | 0.606 | 0.548 | 0.536 | |
| 11 | 0.56 | 0.652 | 0.53 | 0.592 | 0.446 | |
| 12 | 0.167 | 0.121 | 0.167 | 0.113 | 0.339 | |
| 13 | 0.427 | 0.47 | 0.576 | 0.493 | 0.393 | |
| 14 | 0.014 | 0 | 0 | 0 | 0 | |
| 15 | 0.045 | 0.045 | 0.045 | 0.085 | 0.125 | |
| 16 | 0.067 | 0.121 | 0.106 | 0.127 | 0.036 | |
| 17 | 0.4 | 0.424 | 0.318 | 0.408 | 0.25 | |
| 18 | 0.093 | 0.061 | 0.136 | 0.099 | 0.186 | |
| 19 | 0.2 | 0.227 | 0.394 | 0.197 | 0.339 | |
| 20 | 0.067 | 0.045 | 0.061 | 0.014 | 0.054 | |
| 21 | 0.053 | 0.076 | 0.015 | 0.085 | 0.018 | |
| | 75 | 66 | 66 | 71 | 56 | Number of Participants by Level |

Appendix V
Final Results of the Teacher and Student Choices

| Item # | Percentages | | Characteristics |
|--------|-------------|----------|-------------------------------------------------------------|
| | Students | Teachers | |
| 1. | .072 | .178 | Entienda los planes de estudio de todos los cursos |
| 2. | .204 | .129 | Ayude a los estudiantes cuando termina la clase |
| 3. | .354 | .198 | Sea flexible con los alumnos |
| 4. | .036 | .089 | Preste atención a su apariencia física |
| 5. | .456 | .594 | Estimule a los estudiantes a aprender independientemente |
| 6. | .29 | .198 | Entienda perfectamente el inglés (como hablante nativo) |
| 7. | .48 | .446 | Haga la clase/lección interesante |
| 8. | .123 | .069 | Tenga actitudes positivas hacia hablantes nativos de inglés |
| 9. | .252 | .149 | Tenga sentido del humor |
| 10. | .507 | .792 | Prepare y organice bien su clase |
| 11. | .561 | .563 | Desarrolle la motivación para estudiar |
| 12. | .18 | .149 | Sea sensible a los problemas de los alumnos |
| 13. | .474 | .376 | Enseñe clara y entendible |
| 14. | .003 | 0.0 | Sea mujer u hombre |
| 15. | .078 | .069 | Entienda la cultura de los hablantes del inglés |
| 16. | .093 | .059 | Mantenga disciplina |
| 17. | .366 | .406 | Ayude a los alumnos que tengan éxito a través de ejercicios |

Chi-square result between the two groups (teachers/students): .000356210

Appendix VI

Ranking

1. Characteristic #10 with .649% "Good Preparation & Organization"
2. Characteristic #11 with .612% "Motivates Students to Study"
3. Characteristic #5 with .525% "Stimulates Students to be Independent Learners"
4. Characteristic #7 with .463% "Makes the Class Interesting"
5. Characteristic #13 with .425% "Teaches Comprehensibly"