

## **Attributes of Quality English Teachers and Teaching Perceived by Academic High School Students in Korea**

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This study investigated the attributes of quality English teachers and teaching, which were perceived by 287 Korean academic high school students. A Likert scale questionnaire consisting of six categories and descriptive questions were employed. Data from the former were analyzed by means and standard deviations, with regard to general responses, achievement level and gender, and the latter by content analysis. It was revealed that in general, fairness was the highest concern. Reflecting learning content appropriately in tests and enthusiastic teaching followed this. Meanwhile, students perceived having challenging tasks and participation with presentations as most undesirable. Concerning categories, assessment, and interaction and social skills accounted for the first and second significance, respectively. High achievers valued teachers' language knowledge, interaction and forming good relationships with teachers slightly more than low achievers. Females emphasized teachers' English competences and knowledge more and were more sensitive to fairness and managing academic records than males. In the responses on descriptive questions, it was found that students enjoyed comprehensible and interesting lessons while dis-favoring lessons focusing on teaching linguistic knowledge and not meeting learner levels. From these understandings, some practical methods to reflect students' perceptions into practices or to negotiate with these were suggested with consideration of improvement of professionalism.

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학습자 인식/좋은 교사와 교수방법/전문성/영어교육/인문계 고등학교]

### **I. INTRODUCTION**

The present study has been conducted to complement the I. Han's (2016a) previous

research on Korean academic high school students' perceptions of quality English teachers and teaching, which was conducted with the use of a questionnaire. Despite the disclosure of some meaningful themes for pedagogic improvement, the study targeted students majoring in the liberal arts, did not sufficiently reveal how students' academic achievement levels impacted their perceptions, and did not provide the students with an opportunity to freely describe their ideas for good lessons, though the findings gained by the questionnaire could be supplemented. In addition, given that only 45 males, out of a total of 168 participants, participated in the research, the themes formed by males could not be sufficiently compared to those formed by the females. Thus, the present study explored academic high school students' perceptions, but with more participants, including more males, and both the students majoring in the liberal arts and the natural sciences. The perceptions were obtained through descriptive questions and a questionnaire, and analyzed with regards to their academic achievement levels, gender, and their general responses. In this way, this study tries to produce more reliable and transferable themes about academic high school students' perceptions of quality English teachers and teaching, and provide detailed references for teachers to organize learner-centered classrooms, such as meeting the needs of female or male classes, low or high achievers' classes, mixed-level classrooms in academic high schools, and for teacher educators to develop contextualized teacher education programs.

Qualities of teachers and teaching are crucial factors that determine learning effectiveness by helping enhance student satisfaction in learning (Campbell, Kyriakides, Muijse, & Robinson, 2004; Shishavan & Sadeghi, 2009). However, learner voices are not generally reflected in framing the concept of quality teachers and teaching or school changes (Rudduck, Day, & Wallace, 1997). Teachers' comprehension of learner ideas helps construct trust and support between teachers and students by enabling teachers to address areas of discord between practices and student expectations (Barnes & Lock, 2013). Furthermore, by acknowledging learner perceptions, teachers can consider and create ways to effectively communicate with students and gain some clues around how to realize contextually appropriate pedagogy to increase student motivation. Thus, this study is a meaningful and comprehensive attempt to disclose students' ideas of quality English teachers and teaching that allows teachers, school administrators, and curriculum designers to (1) narrow the gap between teaching practice and learner expectations, (2) improve teacher professionalism, (3) establish professional standards, and (4) decide on educational aspects to be negotiated between teachers and students in Korea, or other countries with similar contexts. Native speaking English teachers in Korean intercultural classrooms also gain specific rationales to practice culturally and contextually adapted pedagogy.

In sum, this study aims to (1) disclose Korean academic high school students' perceptions of quality English teachers and teaching, compared to the I. Han's (2016a)

previous study, with regard to general responses, achievement levels, and gender, (2) discuss the aspects of teachers and teaching that were perceived as significant but unsatisfactory or problematic from the students' perspectives, or from the educational perspective, and (3) provide some rationale for English teachers to establish learner-centered pedagogies and for teacher educators to design programs that support teachers to develop such pedagogies; (1) is presented in Section IV, and (2) and (3) are simultaneously suggested in Section V.

## **II. CHARACTERISTICS OF GOOD TEACHERS AND TEACHING IN ENGLISH EDUCATION**

Whilst schools rarely begin “the process of improvement by inviting their students to talk about what makes learning a positive or disappointing experience for them” (Rudduck et al., 1997, p. 74), conditions for effective teachers and teaching have been suggested by several researchers in the general education area. Secondary school principals in New York nominated subject knowledge, dedication, cooperation, creativity, sense of humor, discipline, and generosity as good teacher qualities (Calabria, 1960). By analyzing 72 studies, Feldman (1976) revealed that teachers who are knowledgeable of their subject matter, are prepared for their lessons, are enthusiastic about teaching, and are friendly, helpful, and open to different opinions were mainly supported by U.S. college students. Students in England also identified desirable teachers as those who enjoy teaching, make lessons interesting, are fair, are easy for students to talk with, explain things precisely, and do not give up on students (Rudduck et al., 1997).

Characteristics of effective language teachers have their own particularities (Borg, 2006; Hammadou & Bernhar, 1987). According to Borg (2006), in language teaching, the subject matter and the medium are the same; teachers lead students into learning the target culture. Content is varied, and teaching methods are progressive. Teacher-student relationships are closer and more positive and relaxed. The emergence of communicative language teaching (CLT) has also required classes to be learner-centered and less structure-centered (Hajizadeh & Salahshour, 2014). Hajizadeh and Salahshour's (2014) study of Iranian students revealed that EFL teachers who had a sense of responsibility, enthusiasm, and self-confidence, and who provided explicit grammar correction and emphasized speaking skills were regarded as effective. Turkish students regarded teachers who taught both formal and informal English, organized pair or group work, incorporated games into teaching, and were friendly, enthusiastic, and humorous as effective (Arikan, Tasher, & Sarach-Suzer, 2008). In his study of Israeli high school students, Brosh (1996) showed that teachers who were perceived as desirable exhibited knowledge and competence in foreign language,

facilitated learner motivation, presented as organized, treated students fairly, and explained lessons comprehensively.

In East Asia, Nghia's (2015) study revealed that Vietnamese students expected their English teachers to be competent in language ability, to use appropriate teaching methods and socio-affective skills, and to be dedicated and friendly. Low achievers desired teachers to be fair and responsive to their abilities in a relaxed atmosphere. Thai university students were revealed to favor teachers who could use both English and Thai language (Chen, 2012). Junior high school students in Tainan (Chen & Lin, 2009) regarded teacher personality and teacher-student relationship to be important; female students especially valued these aspects. Low achievers valued interesting and active instruction, while mid or high achievers thought discipline and feedback to be significant. Japanese university students valued teachers who had positive attitudes and enthusiasm and encouraged learner involvement and English speaking (Lee, 2010).

Meanwhile, Korean university students perceived teachers' competence in delivery, knowledge and credibility, rapport, organization and preparation, and fairness as the order of importance (Barnes & Lock, 2013). Korean high school students in G. P. Park and H. W. Lee's study (2006) valued teachers' English grammar, reading and speaking competence, and encouragement of learner motivation. While high achievers regarded speaking proficiency and support as important, low achievers perceived consideration of learner levels as significant. Female students reported teachers' fairness and pronunciation to be significant, whereas males thought a sense of humor was important. Y. J. Lim and Y. S. Kim's (2007) study of Korean high school students reported fairness and language competency as the first and second significance, and responsiveness to learner questions and respect for students' opinions as also significant. I. Han's (2016a) study also revealed the perceptions of Korean high school students in a suburban area. In her study, the students viewed interaction and social skills as the most important aspects. Equitable treatment of students, an enthusiasm for teaching, and reflecting learning content in tests were the three highest concerns while learner participation with presentation ranked the lowest. Females valued teachers' English competence and knowledge, and ranked the aspects related to managing their academic records important more highly than males. In E. J. Kim's (2002) study, Korean middle school students considered fairness as the most significant attribute, while enthusiasm and respect for students' abilities and ideas were also important. Female students especially valued teaching for easy comprehension. Giving high achievers challenging tasks was devalued. Low achievers valued respect for learners more than high achievers. Teachers' capacity for humor, understanding of Western culture, knowledge of ELT theories, and use of cooperative work were ranked in the lowest.

As revealed above, "there is a lack of agreement on the characteristics of a good teacher" (Nzai & Reeves, 2014, p. 238). This is because "every teaching and learning

situation is context specific and ... disciplines differ” (Bell, 2005, p. 259). Though sharing some similarities, depending on the grade, achievement level, school level, language competence, learning style, gender, and teaching and learning culture of the country, student perceptions of quality English teachers and teaching can be different. In addition, though embedded perceptions were similar between students in different countries, as the tools employed for data gathering were different, the outcomes seem much dissimilar. Though these attributes make generalizing the findings difficult, this does not mean that endeavors to explore learners’ ideas are worthless. Rather, it implies that more studies detailing context specifics are required, and researchers need to conduct more longitudinal and cross-sectional studies in this area with comprehensive and established measurement items. The present study is one of such attempts to contribute to the literature and knowledge frameworks for the stakeholders in English education, though without having a high level of generalization.

### **III. RESEARCH DESIGN**

#### **1. Participants and Setting**

For this study, 287 (183 female, 104 male) second-grade students from an academic high school in Busan Metropolitan City, Korea, participated. Classes consisted of about 30 to 40 students. Each student took five hours of English lessons a week, four by two Koreans and one by a native teacher. Two Korean teachers supported data gathering, and reported that Korean teachers’ lessons were mainly about teaching reading skills, grammar, and vocabulary, using textbooks and additional materials. On the other hand, the native-speaking teacher taught speaking and writing in a more communicative and casual atmosphere.

According to the Korean teachers, the students’ self-confidence in (English) learning was not high, and female students’ achievement level was slightly higher than that of the students’ self-confidence in (English) learning was not high, and female students’ achievement level was slightly higher than that of males. The school was located in an agricultural and fishing village, in which most high school students are privileged to enter the university without a KSAT (Korean Scholastic Aptitude Test) score. Thus, the students focus more on managing their academic scores than preparing for the KSAT, and their perceptions of good English teachers and teaching can be similar to those of middle school students, who are not under as much pressure to prepare for university entrance and whose study is not focused on preparing for the KSAT. Access to different materials for English learning in this area is not as easy as it is for students in urban areas, with a lack of facilities such as libraries, theatres, and private institutes, to aid them when learning English, while their online accessibility is not left behind.

## 2. Data Gathering and Analysis

### 1) Data Gathering

In February 2016, with the assistance of the two English teachers in the school, all 374 second-grade students were informed of the aim and meaning of the research and their voluntary participation, and 287 agreed to participate, alongside the agreement of their parents and principal. Each participant was given a questionnaire about quality English teachers and teaching, consisting of 44 questions based on a five-point Likert scale, using 1 as *strongly disagree*, 2 as *disagree*, 3 as *neutral*, 4 as *agree*, and 5 as *strongly agree* (refer to Appendix 1). Five students participated in a pilot, and two teachers reviewed the results to increase validity. The questionnaire was comprised of six categories: knowledge of theories and practice and linguistic competence (category 1: Q1-Q6), teaching and management skills (category 2: Q7-Q16), interaction and social skills (category 3: Q17-Q29), materials use (category 4: Q30-Q35), assessment (category 5: Q36-Q41), and professional development (category 6: Q42-Q44). The categories and some question items were formed with reference to the professional standards inductively established by the investigation of English teachers' ideas of desirable pedagogy in Korean academic high schools (I. Han, 2016b). Some question items were adopted from E. J. Kim's (2002) study of Korean middle school students and G. P. Park and H. W. Lee's (2006) study of Korean academic high school students regarding their perceptions of quality English teachers and teaching, with similarities in student attributes; while these studies investigated the students in urban areas or regardless of the particularities of the settings, the present study targets those in a suburban area, which is expected to disclose findings distinct from the findings of other studies. Given that the question items may not cover all aspects of quality teachers and teaching, and an agreed standard questionnaire to measure the qualities of teachers and teaching has not yet been established, using descriptive questions is expected to make any potential issues to surface, and to complement the content of the questionnaire; in the follow-up study, the questionnaire can be developed to reflect the data gathered from the descriptive questions, and repeating this process means that more developed questionnaires can be designed to measure the qualities of teachers and teaching. Thus, five questions asked students to freely describe satisfactory and unsatisfactory lessons, and to describe the reasons these lessons were either satisfactory or unsatisfactory. They were also asked about their opinions on optimal conditions for effective English learning. These questions are easy for students to understand, and students' broad ideas about good English lessons and how to produce these lessons can entail various aspects and attributes of their teachers and teaching. In order to support comfortable responses, students participated in the research anonymously and could voluntarily fill out their achievement level. According to the most recent results of the national mock test for the KSAT of English, students who scored over

grade four (belonging to the top 40%), were instructed to indicate themselves as high achievers while those who scored from five to nine (the other 60%) indicated themselves as low achievers. In this regard, 82 students responded (response rate 28.6%), among which 40 were high achievers and 42 low achievers. To the descriptive questions, 152 responded to question 1 (response rate 53%), 136 to question 2 (47.4%), 113 to question 3 (39.4%), 95 to question 4 (33.1%), and 125 to question 5 (43.6%). All questions were written in Korean for the convenience of the students and translated by the researcher after the survey.

## 2) Data Analysis

The gathered data was arranged and sorted in an Excel sheet as a grid; in the vertical line, participants were recorded by numbers, and the question numbers were in the horizontal line. Every value was sorted by mean (*M*) and standard deviation (*SD*); these were processed again by gender and achievement level. This data is presented in Table 1 by the order of general rankings of the mean scores of the questions. This result was sorted again by the rankings of the mean scores for six categories (see Table 2). By category, the question items were sorted by *M* and *SD*, and again by gender and achievement level (see Tables 3, 4, 5, 6, 7, and 8). These were analyzed in comparison with the findings in the literature review and in I. Han's (2016a) previous study. For the analysis of the responses on the descriptive questions, "content analysis" (Weber, 1990, p. 12) was employed. For easy coding, the researcher summarized the students' responses into shorter phrases and words in an Excel grid. Then, key words and phrases were sorted out by the researcher's scanning of the data, forming recording units. Some words and phrases containing similar meanings were grouped and their frequency was counted; those repeatedly observed over 20 times formed a defined category. Finally, the categories established in each question were arranged by their response rankings (see Tables 9, 10, 11, 12, and 13) and discussed in relation to the findings in the questionnaire. To increase reliability, the researcher attempted the coding process twice, and in her second attempt, she modified some of the affiliation and category titles for the words, which enhanced "stability" (Krippendorff, 1980, p. 130) of the analysis. To increase "semantic validity" (Krippendorff, 1980, p. 159), two Korean teachers and five students helped the researcher comprehend ambiguous expressions in the data and reviewed the coded data for meaning confirmation.

In the next section, the data gathered are analyzed, first about the participants' general responses, collected by a Likert scale questionnaire. Analysis of the responses by each category follows this, in order of the general significance perceived by the participants. In these analyses, the data are partly compared to those of the I. Han's (2016a) previous study. Then, the responses on the descriptive questions are presented, with the summation of the data by key words in five tables.

## IV. KOREAN STUDENTS' PERCEPTIONS OF QUALITY ENGLISH TEACHERS AND TEACHING

### 1. Analysis of the General Responses by a Likert Scale Questionnaire

Students seemed to perceive high significance on most items suggested as shown in Appendix 2. The overall mean score of all question items was slightly over 4 points, and the mean scores of 25 items were over 4 points. The highest ranked item was teachers' fair treatment of students (Q23). This outcome is in line with the finding in the previous research (I. Han, 2016a) and those in the study of Korean high school students by Y. J. Lim and Y. S. Kim (2007), and of Korean middle school students by E. J. Kim (2002). The top 11 items—the 10th and 11th gained the same mean score—were around 4.2 points, with five being in category 3 (interaction and social skills) and four in category 5 (assessment). Compared to the previous study, the order of perceived significance of each item changed to some extent. Items Q31 and Q37 newly emerged into the top 11, while Q18 moved from the 7th to the 11th rank this time; to consider the research period, as the participants were staring the KSAT in the face, they were probably more self-motivated to study English than participants in the previous study, which seems to have resulted in the participants' decreased concern on the teachers and teaching that motivate English learning. Being fair to students, being enthusiastic, having a proper level of language competency, and respecting learners were also observed among the top-ranked items in the studies of Y. J. Lim and Y. S. Kim (2007), E. J. Kim (2002), and Brosh (1996), as well as Barnes and Lock (2013).

Meanwhile, four items gained mean scores below 3.5 points: providing learners with challenging tasks (Q35), letting students present (Q10), being knowledgeable of ELT theories (Q2), and giving brief assessments after lessons (Q38). The students did not enjoy receiving attention in the classroom and being or feeling evaluated, and did not believe that teachers' knowledge of theories was connected with real practices. These were similarly observed as the lowest concerns in the previous research, and generally corresponded to the perceptions of Taiwanese junior high school students (Chen & Lin, 2009) and Korean middle school students (E. J. Kim, 2002).

As shown in Table 1, the categories of assessment, interaction and social skills, professional development, teaching and management skills, knowledge of theories and practice and linguistic competence, and materials use gained the order of importance (the last two received the same mean score). This order is somewhat different from the findings in the previous study, where the first and the second were reversed, and the third and the fifth were reversed. That is, liberal arts students tend to much value the social aspects of the teachers and teaching, alongside their high concern on the assessment-related practice and the teachers' English knowledge and competence. Differences in the rankings of the



question items and categories between the two studies seem to be based on the increased number of participants, the increased number of males, the participants mixed in their majors, and the changed research period, which was closer to the students completing academic records for college admission.

**TABLE 1**  
Overall Rankings of the Questionnaire Categories

Rank	Categories	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	Assessment	4.15	2.19	4.16	0.70	3.79	0.91	4.00	0.76	3.97	0.84
2	Interaction and social skills	4.13	1.43	4.19	0.78	3.83	0.96	4.10	0.83	3.97	0.92
3	Professional development	3.99	2.45	3.98	0.76	3.63	0.92	3.81	0.79	3.56	0.89
4	Teaching and management skills	3.94	1.00	4.03	0.80	3.71	0.97	3.89	0.84	3.87	0.90
5	Knowledge of theories and practice and linguistic competence	3.88	0.91	4.05	0.80	3.58	0.98	3.92	0.92	3.79	0.95
6	Materials use	3.88	2.10	3.82	0.86	3.72	1.46	3.80	0.85	3.71	0.91
	Total	4.01	1.68	4.04	0.78	3.71	1.03	3.92	0.83	3.81	0.90

In the next section, the findings are analyzed, as per each category, in the order of significance perceived by the students.

## 2. Analysis of the Findings per Each Category

### 1) Assessment

As presented in Table 2, the assessment category gained the highest mean score (4.15 points), which implies that the students were greatly interested in managing academic records and university entrance while studying as academic high school students, as did the students in Y. J. Lim and Y. S. Kim's (2007) study. Item Q40 (reflecting learning content appropriately in tests) showed the highest significance in this category and the second in the whole questionnaire. The general mean gap between genders was 0.37 in this category, while it was 0.24 in the previous study. That is, the perceptions between genders turned out to be more distinctive in this category. Female students' mean score was 0.5 points more than that of males in Q40 and in Q41. As did the females in the previous study, female students had a higher interest in managing academic records than males, which may be connected to their higher academic records. Assessing learner comprehension after the

lesson (Q38) gained the lowest significance by most students, which also took the 41st rank overall. Students seem to not enjoy taking tests, though the results could hint at a rationale for teachers to improve their practices. High achievers disliked taking brief comprehension tests more than low achievers, but there was no significant difference in their general concern of the assessment category.

**TABLE 2**  
Students' Perceptions of the Assessment Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	40	4.42	2.23	4.51	0.57	3.92	0.87	4.43	0.64	4.21	0.75
2	39	4.28	2.19	4.30	0.69	3.93	0.87	4.05	0.75	4.00	0.86
3	36	4.27	2.03	4.30	0.66	3.92	0.92	4.10	0.87	4.17	0.79
4	37	4.22	2.09	4.25	0.67	3.85	0.89	4.13	0.72	4.10	0.76
5	41	4.19	2.33	4.28	0.69	3.68	0.95	4.08	0.66	3.81	0.94
6	38	3.48	2.24	3.33	0.90	3.42	0.97	3.23	0.92	3.55	0.92
Total		4.15	2.19	4.16	0.70	3.79	0.91	4.00	0.76	3.97	0.84

Note. Q = Question number.

## 2) Social Skills

The second-highest category was interaction and social skills. Most items in this category marked over 4 (refer to Table 3). Teachers' fairness (Q23) received a 4.5 mean score, ranking first both here and simultaneously in all 44 items, in line with the findings in the previous study; considering a mean score of 4.63 on the same item in the previous study, liberal arts students seem to put more emphasis on fairness or equitability. Such high concern may imply that many students experienced unfair treatment from their English teachers. Students' concern of fairness was identified in several studies (Barnes & Lock, 2013; Hajizadeh & Salahshour, 2014; Nghia, 2015; G. P. Park & H. W. Lee, 2006), and especially as the highest concern in Y. J. Lim and Y. S. Kim's (2007) and E. J. Kim's (2002) studies. In Q23, female students scored 0.63 points more than males; in the previous study, the gap was 0.25. This implies that females were more sensitive to teachers' behavior with learners, or males were not much interested in or more tolerant of it. Enthusiastic teaching (Q27), having a good personality (Q22), and respecting learner ideas and competences (Q25) received a mean score of around 4.3. Different from other studies (Nghia, 2015; G. P. Park & H. W. Lee, 2006), high achievers valued consideration of learner differences and forming good relationships more than low achievers. That is, teachers and teaching targeting the mid- or low-achievers in the mixed-level classrooms could be unsatisfactory and problematic to the high achievers. Despite students' high expectations of close relationships with teachers, teachers' calling their names and making

eye contact (Q26) received 3.88. This may be because the students regarded such behaviors as signals for individual presentation (Q10), feeling the burden of getting attention in public based on their Confucian background. Widening worldview via English learning (Q20) was also marked low. The students seem to frame the meaning of learning within subject knowledge acquisition. Meanwhile, while low achievers valued being humorous more than high achievers, the general level of their perception gap in this category was not distinctive.

**TABLE 3**  
Students' Perceptions of the Interaction and Social Skills Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	23	4.50	1.35	4.66	0.57	4.03	0.96	4.45	0.75	4.31	0.81
2	27	4.35	1.55	4.45	0.63	3.95	0.89	4.30	0.76	4.26	0.77
3	22	4.27	1.36	4.39	0.72	3.88	1.03	4.33	0.69	4.00	0.99
4	25	4.27	1.46	4.37	0.67	3.88	0.88	4.30	0.65	3.93	0.81
5	18	4.22	1.19	4.33	0.74	3.88	0.99	4.25	0.71	4.00	1.06
6	28	4.17	1.64	4.22	0.77	3.86	0.89	4.10	0.78	3.98	0.95
7	21	4.14	1.31	4.26	0.75	3.77	0.94	4.23	0.83	3.98	0.81
8	17	4.14	1.15	4.26	0.75	3.79	0.98	4.08	0.76	4.05	0.96
9	24	4.11	1.44	4.18	0.75	3.80	0.93	4.08	0.80	3.98	0.87
10	19	3.96	1.29	3.95	0.90	3.83	0.99	3.88	0.99	3.90	0.93
11	26	3.88	1.64	3.87	1.02	3.67	0.93	3.88	0.99	3.74	1.04
12	29	3.83	1.80	3.73	0.98	3.77	1.08	3.55	1.06	3.86	0.98
13	20	3.83	1.37	3.83	0.94	3.67	1.07	3.88	0.97	3.6	0.96
Total		4.13	1.43	4.19	0.78	3.83	0.96	4.10	0.83	3.97	0.92

Note. Q = Question number.

### 3) Professional Development

The category of teachers' professional development was the third most significant area, while this was the fifth in the previous study; the significance of each question item is ordered in the same way. As revealed in Table 4, students thought that teachers being active in learning something new (Q42) contributed to quality teaching. Male students seem to not recognize the meaningfulness of teachers' cooperation to enhance professionalism (Q44). Low achievers in general do not comprehend the correlation between professional development and quality teaching. Considering the previous study, the perception gap between genders is larger than between genders in liberal arts students.

**TABLE 4**  
Students' Perceptions of the Professional Development Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	42	4.11	2.39	4.13	0.74	3.73	0.93	3.95	0.78	3.74	0.83
2	44	3.98	2.53	4.01	0.77	3.55	0.98	3.83	0.81	3.55	0.97
3	43	3.87	2.45	3.80	0.77	3.61	0.84	3.65	0.77	3.40	0.80
Total		3.99	2.45	3.98	0.76	3.63	0.92	3.81	0.79	3.56	0.89

Note. Q = Question number.

#### 4) Teaching and Management Skills

In the teaching and management skills category, teachers' management skills leading learner concentration (Q8) gained the highest concern, and running interactive learner-centered classes (Q7) was the second highest (refer to Table 5). Concerning Q7, high achievers showed the highest score at 4.35, revealing their favor of active participation. The slight increase of the mean score and the rank in Q15, which is about helping learners achieve high scores on the KSAT, compared to the previous study, may be based on the research period, which was close to when the participants were taking the KSAT. To this item, male students gave a mean score of 3.51, recording over 0.5 points lower than that of females. That is, females seem to be more sensitive to managing their academic records. This gap was also similarly observed in the previous study. With generally low achievement levels, males probably do not need KSAT scores for university entrance. However, low achievers' mean score in Q15 was 3.86, around 0.3 points over that of high achievers, who already gained high scores on the KSAT.

**TABLE 5**  
Students' Perceptions of the Teaching and Management Skills Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	8	4.19	0.86	4.32	0.71	3.92	0.95	4.15	0.74	4.24	0.82
2	7	4.14	0.82	4.26	0.69	3.91	0.93	4.35	0.77	4.14	0.87
3	11	4.08	0.95	4.20	0.74	3.80	0.98	4.13	0.79	4.05	0.96
4	16	4.08	1.11	4.21	0.78	3.72	0.90	4.08	0.73	3.88	0.74
5	13	4.03	1.01	4.12	0.82	3.80	0.91	3.95	0.81	3.88	0.86
6	12	3.94	0.98	4.07	0.75	3.65	0.98	3.85	0.83	3.81	0.94
7	15	3.91	1.18	4.07	0.84	3.51	1.10	3.58	0.90	3.86	1.00
8	9	3.87	0.95	3.90	0.92	3.77	0.88	3.85	0.74	3.83	0.91
9	14	3.83	1.09	3.95	0.81	3.53	1.01	3.68	1.02	3.60	0.91
10	10	3.36	1.06	3.25	0.95	3.49	1.02	3.30	1.02	3.43	0.94
Total		3.94	1.00	4.03	0.80	3.71	0.97	3.89	0.84	3.87	0.90

Note. Q = Question number.

## 5) Knowledge of Theories and Practice and Linguistic Competence

The knowledge of theories and practice and linguistic competence category recorded a mean score of 3.88 as disclosed in Table 6, while in the previous study this category ranked third among six, recording a 4.04 mean score; liberal arts students gave more emphasis to their teachers' English competence and knowledge. As revealed in the studies of Barnes and Lock (2013) and Y. J. Lim and Y. S. Kim (2007), teachers who have competence in English competency (Q6) received very high expectations from the students. Females valued English competence and knowledge more than males (Q1 and Q6), and the general mean gap between genders (0.47) in this category was the highest among the six categories; these tendencies were also observed in the previous research. High achievers valued these more than low achievers. Meanwhile, being knowledgeable about language teaching theories (Q2) gained below 3.5 points. This seemed to reflect that the participants in general did not comprehend the profound correlation of teachers' pedagogic knowledge and the quality of their teaching. The low general mean score in teachers' comprehension of the relation between learning English and learning culture implied that the students' text-based learning did not usually require comprehension of English culture, so they regarded cultural learning as insignificant.

**TABLE 6**  
Students' Perceptions of Knowledge of the Theories and Practice and  
Linguistic Competence Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	6	4.23	0.87	4.46	0.68	3.81	0.99	4.23	0.77	4.14	0.95
2	1	4.01	0.96	4.32	0.71	3.48	1.05	4.05	1.01	3.81	1.09
3	5	3.98	0.94	4.14	0.84	3.68	1.04	4.08	0.94	3.86	1.03
4	3	3.94	0.91	4.16	0.78	3.57	0.99	3.95	0.93	3.93	1.02
5	4	3.67	0.92	3.68	0.90	3.64	0.96	3.73	0.96	3.62	0.85
6	2	3.46	0.90	3.55	0.90	3.32	0.87	3.48	0.88	3.40	0.77
Total		3.88	0.91	4.05	0.80	3.58	0.98	3.92	0.92	3.79	0.95

Note. Q = Question number.

## 6) Materials

Perceptions of materials use recorded the same mean score of the former category. As shown in Table 7, students seemed to perceive being provided with what they wanted to learn (Q31) and with materials matching their needs and levels (Q32) as significant for learner-centered lessons. Concerning being provided with challenging tasks (Q35),

students gave 3.21 points, the lowest value of all 44 items. Taking into account the participants' generally low achievement levels and low self-confidence, they seemed to dislike challenges, as they dis-favored brief assessments after lessons (Q38); particularly, females than males and low achievers than high achievers seemed to more lack confidence. This tendency was similarly revealed in the previous study, and in the study of Chen and Lin (2009). In general, there was not a distinctive perception gap between high and low achievers.

**TABLE 7**  
Students' Perceptions of the Materials Use Category

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	31	4.28	2.91	4.14	0.80	4.27	3.94	4.08	0.80	3.98	0.81
2	32	4.19	1.84	4.24	0.73	3.84	0.90	4.08	0.69	3.95	0.82
3	30	4.09	1.78	4.10	0.82	3.82	1.01	3.88	1.02	3.88	0.97
4	34	3.79	2.01	3.75	0.87	3.57	0.98	3.83	0.87	3.60	0.94
5	33	3.75	1.97	3.68	0.97	3.59	0.92	3.73	0.85	3.74	0.94
6	35	3.21	2.12	3.03	0.98	3.22	0.98	3.23	0.89	3.10	1.01
Total		3.88	2.10	3.82	0.86	3.72	1.46	3.80	0.85	3.71	0.91

*Note.* Q = Question number.

### 3. Analysis of the Responses to the Descriptive Questions

Regarding the question of satisfactory English lessons, three themes arose. 21.7% of responses indicated practices that met different learner levels and facilitated learner comprehension with easy explanations (Rank 1 in Table 8) were the most important. Implementation of such practices can be perceived by students as realization of fairness, especially low achieving students. Thus, students' desire is in line with their perceptions disclosed in the questionnaire: teachers' equitable treatment of students (Q23), and practices considering different learner levels (Q36, Q25, Q32 and Q24). Second, students thought favorably about interesting and enjoyable lessons that engaged them at a comfortable and not boring level (Rank 2 in Table 8). As a rationale of these pursuits, many students suggested that because English is a burdensome subject, they can enjoy it without sleeping and experience more motivation to study when they can comprehend the lessons and approach learning with excitement (Ranks 1 and 2 in Table 9). However, they could not precisely describe the concept of 'interesting' lessons, which necessitates follow-up research containing more qualitative attributes.

**TABLE 8**  
Satisfactory English Lessons Perceived by the Students

Rank	Conditions	Key Words	<i>n</i>	%
1	Meeting learner levels & facilitating	easy, easily, comprehensive, level, detailed explanation, unfairness, slow, rate, low achiever participation	33	21.7
2	Establishing good atmosphere & emotion	interesting, enjoyable, boring, concentrated, focused, lively, vivid, smiling, relaxed	30	19.7
3	Pursuing practicality	English conversation, practical, native speaker, culture, life, speaking, writing	27	17.7
	Others	teaching language structure & words, enhancing participation & interaction, using various materials, caring for academic records & university entrance, using appropriate methods & teaching learning strategies, Not too much teaching of grammar	62	40.9
Total			152	100

**TABLE 9**  
Rationales for the Satisfactory English Lessons Perceived by the Students

Rank	Rationales	Key Words	<i>n</i>	%
1	Increasing interest	concentrated, interesting, interest, enjoyable, sleepy, boring, concerned, desire	52	38.2
2	Alleviating burden & enhancing comprehension	difficult, easy, comprehension, ability, burden, tough, too much	29	21.3
	Others	supporting English communication in real life, preparing for exams & university entrance, making comfortable & communicating, learning non-useful grammar	55	40.5
Total			136	100

As student perceptions of teachers' language knowledge (Q1) ranked 25th, 42 of 113 respondents (37.2%) were unsatisfied with lessons focusing on teaching linguistic knowledge (Rank 1 in Table 10), regarding these as boring, and thus decreasing concentration (Rank 3 in Table 11). They believed grammar-focused lessons were the result of the Korean education system that directs students towards exam preparation and university entrance (Rank 2 in Table 11), and teachers' lack of concern regarding learner levels (Rank 1 in Table 11) or the use of old repertoires (Rank 4 in Table 11). Second, the lessons that did not meet learners' achievement levels and were teacher-centered without communication were disregarded as desirable (Rank 2 in Table 10). Some did not like gossiping by teachers, a fast-paced classroom with no breaks, and boring lessons that made them sleepy. They thought that an excessive amount of textbook content and exam preparation pushed the learning progress, not allowing time for teachers to provide detailed or slow explanations.

**TABLE 10**

## Unsatisfactory English Lessons Perceived by the Students

Rank	Conditions	Key Words	<i>n</i>	%
1	Focusing on linguistic knowledge	theory, grammar, translation, word memorization, teaching by rote	42	37.2
2	Not meeting learner levels & not facilitating comprehension	low comprehension, teacher alone, teacher-centered, one-sided, difficult, learner level, ignorance of level, overestimation, lack of explanation, learner participation, absence of communication	28	24.8
	Others	putting in unrelated contents, progressing fast & having no break, establishing unenjoyable atmosphere, letting students present & have frequent tests	43	38
Total			113	100

**TABLE 11**

## Rationales for the Unsatisfactory English Lessons Perceived by the Students

Rank	Rationales	Key Words	<i>n</i>	%
1	Ignoring learners' different levels	ignorance of individual difference, level difference, ignorance of ability difference, overestimation, non-consideration, difficulty	20	21.1
	Others	preparing for exams & university entrance, decreasing concentration, using old repertoires, giving burden & excessive learning, being insufficient in management skills, student attributes	75	78.9
Total			95	100

On the question regarding conditions for effective English learning, 63.2% of 125 respondents ironically attributed the factors to their endeavors (Rank 1 in Table 12). Students' tendencies to ascribe problem-solving sources to themselves are very contrary to their perceptions of (un)satisfactory lessons, which were decided by the attributes of teachers and practices, and the educational system. This could be a tendency of self-effacing, by which a person attributes the reason or the motive for resolving failures to oneself, and regards this attribution as modesty to avoid offending others, which is often observed in collectivists, or Asian countries (Crittenden, 1991; Wakimoto, 2006; Yamagishi et al., 2012). Otherwise, the students' low self-esteem, feelings of guilt or revulsion might have led them to be less self-protecting from failures and problematic situations (Campbell & Sedikides, 1999; Coleman, 2011), or in order to feel secure, they might have attributed the reasons and solutions for the problem to themselves, which is more explicitly controllable than external factors. This attitude could have been established by the participants' learned helplessness (Peterson, Maier, & Seligman, 1995), formed by their repeated low achievement in the national mock tests for the KSAT and the ensuing low self-confidence. These diverse inferences necessitate qualitative research about the current



issue. Some students suggested environmental support (Rank 2 in Table 12), such as enough time, quiet space for self-study, cooperation of family, help from friends and extra lessons.

**TABLE 12**  
Conditions for Effective English Learning Perceived by the Students

Rank	Methods and Conditions	Key Words	<i>n</i>	%
1	Students' endeavors	students' will, effort, patience, concentration, practice, review, diligence, passion, attitude, mind, concern, motivation, recognition of necessity, confidence, being meticulous	79	63.2
2	Environmental attributes	environment, time, family, academic institute, tutoring, (foreign) friends, space for self-study, extra classes after school, workbooks	30	24.0
	Others	teachers' endeavors for enhancing professionalism, change of education systems, supplementing learning content, pursuing practicality in learning	16	12.8
Total			125	100

Based on the understandings of student perceptions of good English teachers and teaching, some meaningful themes emerged with regard to general responses, achievement level, and gender; (1) by including all students majoring in the liberal arts and the natural sciences in the present study, the previous study revealed some attributes of the liberal arts students, (2) by extending the number of male participants, the mean gaps by genders became more distinctive than in the previous study, which confirmed some findings of the previous study, and (3) by investigating the perceptions by achievement level, it was revealed that, in general, the perception gap between high and low achievers was not large. In the following section, aspects of teachers and teaching are discussed, which were perceived as significant but unsatisfactory or problematic from the students' perspectives, or from an educational perspective. The discussion is synthesized with some suggestions to establish learner-centered pedagogies and to design appropriate professional development programs.

## V. DISCUSSIONS AND SUGGESTIONS

### 1. Fairness by Adapted Interactions and in Supportive Atmospheres

The students—especially the female students—perceived being equitable with students as most significant for quality teachers and teaching. Since fairness accounted for a significant concern in several studies of student perceptions in Korean secondary schools (I.

Han, 2016a; E. J. Kim, 2002; Y. J. Lim & Y. S. Kim, 2007) and universities (Barnes & Lock, 2013), it seems that many Korean (English) teachers are not sufficiently cautious of their classroom behaviors, or perhaps Korean students are rather sensitive to them.

In support of prompt progress in a lesson, teachers may easily require high achievers to answer the questions. Low achievers can consider this nonfulfillment of ‘interactional fairness’ a severe violation (Rodabaugh, 1996). Teachers’ use of scoring of student participation can also reinforce domination of students who are already well-suited to participate (Crosthwaite, Bailey, & Meeker, 2015), or the high achievers, given that high achievers in the current study more favored active interactions with teachers and students. Student perceptions of unfairness can undermine trust between teachers and students, which is essential for effective learning (Brookfield, 1990). Teaching of the highest technical competence does not matter in this situation (Day, 1999; Fraser, 1991; Walberg & Greenberg, 1997)

To promote even participation and interaction, or to realize fairness, teachers’ use of a ‘one-to-many’ (a teacher to many students) way of casual discussion seems acceptable. The students wanted learner-centered interaction, but were reluctant to perform knowledge construction or presentation with autonomy; it is not desirable not to give the students a chance to present their opinions with the reason that they do not welcome. As observed in many classes sharing Confucian backgrounds (Bao, 2014), students disliked public attention and were afraid of losing face, and some regarded learning English as burdensome. However, as reported by Viete and Peeler (2007), Asian students often become talkative in the ‘English Café,’ where teachers and students can have informal communication. Y. S. Cho and Y. J. Lee’s (2016) study also reveals that Korean college students feel more comfortable and satisfied with learning English through interacting with teachers and students in small group meetings. Thus, English teachers in Korea or East Asia or teaching the students having low confidence in English competence need to make the classroom atmosphere more comfortable and supportive by encouraging casual interactions, by accepting student errors, and by providing encouragement with appropriate rewards. They can gradually design students’ individual or team presentations; this should be more attentively considered when teaching female students, or the liberal arts students. Creating some rules and routines can also help students feel safe and relaxed (Marzano, Marzano, & Pickering, 2003; Stronge, Tucker, & Ward, 2003). Then, many students can easily attempt to question and answer with enhanced confidence.

The way of participation or interaction does not need to pursue the Western style. Crosthwaite et al. (2015) argued, “the participation-heavy focus of Western ... methodology ... that require[s] a high degree of in-class participation may not benefit all types of certain learning styles” (p. 7). Teachers and students should not feel incompetent if learners are unskilled in knowledge construction and displaying autonomy. Rather, through

open discussions and by reflecting students' culture, gender, abilities, and confidence level, teachers should develop the best methodologies suitable for their students, and bring agreement around the appropriate levels and forms of balanced interaction. Teachers may engage actively in leading low achiever participation, because in Confucian contexts teachers are usually perceived to have more power by the students (Nguyen & Tran, 2014). Furthermore, through professional learning or by participating in the study groups, teachers should develop various methods to facilitate impartial participation and to give feedback; effective use of questioning is available through their good planning (Rubio, 2009). Then, teachers can be more professionally prepared to be fair and favored in the classroom.

## 2. Comprehensible Lessons by Pedagogic Changes and out of Old Repertoires

Many students perceived practicing comprehensible lessons, respecting different competences, and using learner-centered materials for different levels of learners as desirable; these are also some of the ways of realizing fairness. This implies that as some of the students indicated, foreign language learning may be felt as burdensome and challenging to students more than teachers assume.

One of the reasons that exercising comprehensible lessons can be difficult seems to be teachers' adherence to their accustomed repertoires, as some students suggested. According to Rubio (2009, p. 39), many teachers tend to teach "in the same way they were taught [and] ... think that the traditional teaching is more effective." Many Korean English teachers are in their 40s (KEDI, 2010), including those in the research context. They were taught English by the grammar translation method, and may believe that grammatical knowledge is the basis of English competence or enhancing reading skills, like the teachers in their 40s in the I. Han's (2016b) study. However, as students described, grammar-focused lessons make English learning un-enjoyable, decrease concentration on and comprehensibility of the lesson, and especially make male students and low achievers feel frustrated. Furthermore, the current form of the KSAT rarely measures grammatical knowledge, but focuses on measuring reading and listening skills. Thus, teachers' focus on teaching linguistic knowledge cannot be acknowledged as desirable in the students' eyes.

Though the students disliked grammar-focused lessons, they, especially females and liberal arts students, perceived the significance of the teachers who have sufficient English competence and knowledge for quality teachers and teaching, while disregarding teachers having knowledge of English culture. This implies that the best policy is for teachers to develop graspable methods for teaching language knowledge, be balanced on teaching several skills of English competency, and teach the relation between learning English and learning culture. That is, in order to make lessons more comprehensible, the teachers need to decrease teaching that focusses on linguistic knowledge. Their explanation of content

should be more specific, accompanying explanation of the practical use of the knowledge in the authentic contexts. By using various verbal and non-verbal channels, teachers can help students easily absorb new knowledge and strategies (Prozesky, 2000). By providing students with cultural content, the teacher can make learning English more practical and comprehensive. Although in the current study, there was the KSAT around the corner, and so the students' desire to have KSAT preparation lessons was high, teachers' use of cultural background can enhance students' reading comprehension and make lessons more interesting.

A significant amount of teaching content was also revealed to work as an obstruction to comprehensible lessons. English teachers in Korea are required to teach one of the mandated textbooks within 34 weeks, and some use extra materials for KSAT preparation. They report that it is not easy to complete this objective while having additional time for detailed lesson preparation (I. Han, 2016b). Furthermore, the latest law of prohibiting prior learning hinders teachers' flexible control of the teaching content and level planned at the beginning of the school year, obstructing their ability to address students' changing needs that are recognized while teaching. Thus, it seems necessary that teachers be permitted to control the pace with sufficient discretion. In such ways, learner-centered and customized lessons can be realized.

### 3. Out of Focus on Academic Records and Practice of Interesting Lessons With Enthusiasm

The category of assessment was perceived as the most significant among the six. Reflecting learning content appropriately in tests was, in general, the second highest concern among the students. Female students focused more on managing academic records than males, and low achievers wanted to gain high scores on the KSAT more than high achievers. Focus on academic records can result in students feeling indifferent to the content that is not included in tests and favoring practices that are limited to test preparation. As revealed, students may not think that language learning requires cultural comprehension, limiting the meaning of learning to knowledge acquisition. In these situations, students and teachers should understand that assessment is a part of the learning process, as Cameron (2002) contended, not the aim of learning. By analyzing test results, students can check their comprehension and plan some advanced or supplementary learning, and teachers can gain information to improve ineffective repertoires. However, as disclosed, the students disliked even taking a brief comprehension check test after a lesson, so teachers should have communication with the students at the beginning or in the course of the school year to clarify the meaning of learning and tests and to negotiate with student (changing) expectations. Effective teachers "communicate clearly about course objective, content and

testing, making sure to provide a rationale for learning” (Rubio, 2009, p. 39). It can be more precisely conducted with female students or high achievers in academic high schools.

As a more active method, teachers can combine teaching practical meaning of language learning and language competence with daily practices. Teachers can deliver to students the necessity of possessing a wide range of English competence for gaining professional knowledge, chances for careers and preparing for multi-cultural society in forthcoming Korea. This can be specifically articulated into some activities of writing letters and application forms for work or admission. However, an ultimate way is to extend students’ concern by inviting them into ‘interesting’ lessons that they expected. Experiencing interest gives students positive emotion and concentration (Hidi & Renninger, 2006) and motivates them to intrinsically enjoy learning (Krapp, 2002). According to Ryan (2008), situational and individual factors interplay to arouse interest experience. Teachers’ investigation of students’ gender (Hidi, 2006), prior knowledge (Alexander, Jetton, & Kulikowich, 1995), experience and stable preferences (Ryan, 2008) is essential, and this should be followed by the improved settings, materials, content, topics, activities (Ryan, 2008), including teachers’ doings and sayings (Stefanou, Perencevich, DiCintio, & Turner, 2004). As revealed in the present study, interesting lessons for high achievers could include learning content and materials that meet their level of academic achievement, while they should include content and materials that are easy to comprehend for low achievers. In addition, though the students, in general, disliked challenging tasks due to their lack of confidence in English, the teachers can support the students to experience a sense of accomplishment, and to feel interested in learning English, by suggesting various levels of tasks for the students themselves to select and perform. Preparation for these conveys teachers’ enthusiasm in developing professionalism; enthusiastic teaching was the students’ third highest concern in quality teachers and teaching. Instead of avoiding something challenging because their students would reject it, teachers should give students the opportunity to experience it, in order to for them to gradually develop challenge spirit and potential. Some support by the schools and other educational institutes for teacher education or materials development is also helpful. If the textbooks are revised to containing level-differentiated materials, teachers will be able to easily transform their practices in various ways. Support from the schools to perform student analysis or provide students with appropriate educational environment will make the teachers’ enthusiasm realized.

## **VI. CONCLUSION**

This study investigated student perceptions of quality English teachers and teaching in a Korean academic high school in an agricultural and fishing village. Fairness emerged as

the highest concern. Reflecting learning content appropriately on tests and enthusiastic teaching followed in importance. The categories of assessment and interaction and social skills took the first and second significance. Students perceived the assignment of challenging tasks and classroom participation in presentations as most unfavorable. High achievers enjoyed participation slightly more than low achievers, and valued teachers' English knowledge, interaction, and forming good relationships slightly more than low achievers. Females valued teachers' English knowledge and competence more than males, and were more sensitive to fairness and managing academic records. Students wanted comprehensible, learner-centered, and interesting lessons, while disfavoring grammar-focused, boring, and difficult lessons. In general, there was not much discrepancy between high and low achievers' perceptions. Meanwhile, main concerns were similarly observed in the previous study, while some concerns by category were ranked differently. The mean gaps by genders became more distinctive. These confirmed several findings, and revealed some distinctive perceptions of liberal arts students.

In light of student perceptions, it is required that teachers exercise fairness in a supportive atmosphere by using adapted interactions to balance participation, which includes casual interactions both between the teacher and students or between the students within a small group, the development and implementation of level-differentiated materials, easy to understand explanations, and the provision of tasks to enhance learner confidence when learning English. Teachers should also practice comprehensible lessons with more detailed explanations to embrace low achievers, and be encouraged to get out of their familiar repertoires. State's support in developing level-differentiated materials and reducing mandated learning content have to accompany these. In addition, to reduce students' concern on managing academic records and preparing for tests, teachers and students—especially female students—should understand that assessment is a part of the learning process. Development of practical and enjoyable lessons including teaching culture will help students become aware of broad meanings of foreign language learning. All these changes require development of teachers' professionalism with enthusiasm, establishment of related professional development programs by institutes, and support from schools for learner survey and educational facilities. If schools also wish for improvement of educational quality, "profound change in the use of time [is needed] so that teachers and administrators have the opportunity to work together to begin the real restructuring" (Louis, 1994, p. 17).

While students perceived problematic aspects in the qualities of teachers and teaching, they indicated their endeavors to study as the most significant component contributing to effective English learning. This response reflects that they do not expect their teachers' practice to change or it might be a moderate expression of a complaint in Confucian society, or such response might be based on some other social, psychological, or cultural

foundation; this necessitates further qualitative studies. Teachers and other stakeholders should not accept this response as a rationale for maintaining their existing practices. Creating and reshaping themselves in the teaching profession in the aspects of cognition (knowledge), emotion (enthusiasm), and action (fairness) is a compulsory process to form professional identity and become professionals in ELT, and making learning happen by teaching is the teachers' duty as professionals.

Despite more issues emerging from this research, this study could not handle and discuss all of them within the page limit. This does not mean that the issues that were not discussed are insignificant. The matters of teachers' having good personalities or being moral and forming intimacy with students also cannot be out of focus of teacher readers. Developing and maintaining appropriate levels of language competency also should be English teachers' foundational and basic interest in their profession.

This study has access to limited aspects of educational phenomena related to learner perceptions, as it was conducted in a single school, using limited methods. Other follow-up studies, which could adopt student interviews or focus group discussions, compare students' and teachers' perceptions of quality teachers and teaching, or compare students' perceptions majoring in the liberal arts and natural sciences, or students' perceptions in urban and suburban areas, will provide teachers, administrators, and curriculum designers, with meaningful literature for designing customized and negotiated lessons. Developing ways to encourage more students to open their achievement levels or to increase participation in descriptive questions will also enrich our understanding of educational truth.

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## APPENDIX 1

### List of Questions

Category 1: Knowledge of theories and practice and linguistic competence

1. Being knowledgeable of pronunciation, grammar and language structure
2. Being knowledgeable of foreign language teaching theories
3. Comprehending the difficulty of language learning
4. Comprehending the relatedness between language learning and culture learning
5. Using practical knowledge based on teaching experiences
6. Having competence in English speaking, listening, reading and writing

Category 2: Teaching and management skills

7. Running learner-centered classes, including teacher-students and student-student interactions
8. Having management skills that lead concentration of all students
9. Organizing the lessons that enable learners' autonomous knowledge construction
10. Leading learner participation with their presentations
11. Encouraging the learners' trials and errors
12. Frequently checking learner comprehension
13. Being responsive to the individual learners' levels, needs and questions
14. Integrating grammar, audio-visual materials and communicative activities
15. Helping learners to achieve high scores on the Korean scholastic aptitude test (KSAT)
16. Using appropriate volume of voice and accent

Category 3: Interaction and social skills

17. Forming intimacy and credibility through truthful communication and interaction
18. Activating learners' motivation for learning
19. Guiding learners to be open minded to different cultures
20. Widening learners' worldview via the medium of English

21. Encouraging learners as mentor and developing their potential
22. Having a good personality, which enables building intimacy
23. Being equitable to each learner (regardless of their achievement levels)
24. Being tolerant of slow learners
25. Respecting learners' opinions and different competences
26. Calling each learner by his/her name and making eye contact
27. Being fond of learners and enthusiastic in teaching
28. Having a high level of morality and being conscientious
29. Being humorous

Category 4: Materials use

30. Using materials that increase learners' motivation for learning
31. Providing learners with what they want to learn
32. Using materials that match learners' various needs and different levels
33. Providing learners with materials that relate to or supplement the textbook content
34. Using creative and different kinds of materials
35. Providing learners with hard and challenging tasks

Category 5: Assessment

36. Being concerned with learners' comprehension of the learning content
37. Giving learners appropriate rewards and complimenting enough
38. Briefly assessing learner comprehension after each lesson
39. Making paper test questionnaires within an appropriate level of difficulty
40. Reflecting learning content appropriately on tests
41. Clearly explaining assessment criteria and items

Category 6: Professional development

42. Having desire to learn something new
43. Learning from other teachers actively
44. Cooperating with other teachers and sharing

## APPENDIX 2

## Students' Perceptions of Quality English Teachers and Teaching

Rank	Q	Overall		Female		Male		High Achiever		Low Achiever	
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1	23	4.50	1.35	4.66	0.57	4.03	0.96	4.45	0.75	4.31	0.81
2	40	4.42	2.23	4.51	0.57	3.92	0.87	4.43	0.64	4.21	0.75
3	27	4.35	1.55	4.45	0.63	3.95	0.89	4.30	0.76	4.26	0.77
4	39	4.28	2.19	4.30	0.69	3.93	0.87	4.05	0.75	4.00	0.86
5	31	4.28	2.91	4.14	0.80	4.27	3.94	4.08	0.80	3.98	0.81
6	36	4.27	2.03	4.30	0.66	3.92	0.92	4.10	0.87	4.17	0.79
7	22	4.27	1.36	4.39	0.72	3.88	1.03	4.33	0.69	4.00	0.99
8	25	4.27	1.46	4.37	0.67	3.88	0.88	4.30	0.65	3.93	0.81
9	6	4.23	0.87	4.46	0.68	3.81	0.99	4.23	0.77	4.14	0.95
10	37	4.22	2.09	4.25	0.67	3.85	0.89	4.13	0.72	4.10	0.76
11	18	4.22	1.19	4.33	0.74	3.88	0.99	4.25	0.71	4.00	1.06
...	...	...	...	...	...	...	...	...	...	...	...
41	38	3.48	2.24	3.33	0.90	3.42	0.97	3.23	0.92	3.55	0.92
42	2	3.46	0.90	3.55	0.90	3.32	0.87	3.48	0.88	3.40	0.77
43	10	3.36	1.06	3.25	0.95	3.49	1.02	3.30	1.02	3.43	0.94
44	35	3.21	2.12	3.03	0.98	3.22	0.98	3.23	0.89	3.10	1.01
Total		4.01	1.68	4.04	0.78	3.71	1.03	3.92	0.83	3.81	0.90

Note. Q = Question number.

**Examples in: English****Applicable Languages: English****Applicable Levels: Secondary**

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