

MINISTRY OF EDUCATION AND TRAINING



THESIS

Master of Arts in English Language Studies

**Non-English Majored Students' Perceptions
of Successful EFL Teachers: A Case Study**

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LIST OF ABBREVIATIONS

EAP:	English for Academic Purposes
EFL:	English as a Foreign Language
EGP:	English for General Purposes
ESP:	English for Special Purposes
MTP:	Motivational Teaching Practice
NBPTS:	The National Board for Professional Teaching Standards
TESOL:	The Teachers of English to Speakers of Other Languages
UTH:	University of Transport Ho Chi Minh City

ABSTRACT

From the perspective of non-English majored students, numerous factors regulate the definition of successful EFL teachers, not only the pedagogical knowledge or teaching methodology. Therefore, this study investigated non-English majored students' perceptions of successful EFL teachers. First, the preliminary pilot study was conducted to list the necessary factors students thought teachers should have to become ideal EFL teachers. The pilot study was then modified and officially carried out with 110 students of six majors currently studying at the University of Transport Ho Chi Minh City (UTH). Then, a 6-Likert Scale questionnaire was used as a primary instrument to collect the data for the study. The results reveal that the 12 successful teachers' factors mostly fall into three main themes, "Teachers' knowledge and English teaching skills," "Teachers' motivational factors," and "Teachers' qualities." Furthermore, the study found that although teachers' knowledge and English teaching skills play an essential role in defining a successful teacher, the factors related to motivational strategies and teachers' distinct qualities also have their value.

Keywords: successful EFL teachers, non-English majored students' perceptions

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CHAPTER 1: INTRODUCTION

1.1. Background to the study

Finding the exact definition of “successful EFL teachers” has been an inspiring research topic in education; therefore, many studies have concentrated on successful language teachers’ characteristics. Some of the previous highlighted studies are Brosh (1996), Borg (2006), Thompson (2008), et cetera.; nevertheless, there is no clear definition or standard criteria for successful EFL teachers. Furthermore, most past studies focus on successful EFL teachers’ characteristics in the formal education sector context through the glance of secondary and high school, or English-majored university students. However, they overlook the differences between different school-level students’ perspectives on successful EFL teachers.

According to Williams and Burden, students’ perceptions and descriptions play an important role in having the most prominent influence on their accomplishments (Williams & Burden). This statement is true to students’ perceptions of their teachers in some cases. Thus, studying successful EFL teachers’ characteristics from the EGP students’ perspective is examined because it intends to help teachers have other perspectives on defining successful EFL teachers rather than their own beliefs. This is the first step for teachers to develop their professionalism and improve their teaching qualities to meet their students’ needs and perspectives. Inheriting the past studies and exploring these issues in examining non-English majored Students at UTH, this research intends to discover the student perceptions of successful EFL teachers.

1.2. Statement of the problem

English’s importance has been recognized, especially for the young Vietnamese generations; therefore, it is unquestionably incorporated into the standard curriculum of almost all schools, educational institutes, and universities. Regrettably, non-English majored students’ interest in English is not equivalent to how fully they

realize its indispensable role. Besides, non-English majored students in Vietnamese universities frequently consider learning English a duty and obligation (Nguyen, 2015), so they focus on English for the external calls to get great results in university examinations rather than self-improvement. Hence, learning motivation becomes precious to maintain students' enjoyment of learning English and lifelong learning concepts. Among the motivation factors, teacher-related factors are regularly seen as influential because they undeniably influence students in both positive and negative circumstances. Understanding the urgency in perceiving successful EFL teachers as a significant factor affecting students' learning, this study explores different factors that build up an image of successful EFL teachers from the perceptions of non-English majored students at UTH.

1.3. Aims of the study

The study explores the primary concern: the concept of successful EFL teachers in the eye of non-English majored students at UTH.

1.4. Research questions

This study has two key research questions:

1. What factors do successful EFL teachers have according to UTH non-English majored students' perceptions?
2. How strong are teachers' factors variables in predicting successful EFL teachers' definition recognized by non-English majored students?

1.5. Hypothesis

H1: According to non-English majored students, factors that define successful EFL teachers belong to three themes: "Teachers' knowledge and English teaching skills," "Motivational factors from teachers," and "Teachers' qualities."

H2: There is no significant difference in the non-English majored students' perception of successful EFL teachers of different genders and majors.

1.6. Scope of the study

This study explores the definition of successful EFL teachers from the perspectives of non-English majored students at UTH. The research scope is restricted to 110 junior students conveniently selected from six majors: Automobile Mechanics, Construction Economics, Civil and Industrial Engineering, Highway Engineering, Information Technology, and Construction Project Management. Concerning the timeline, this research's duration is ten months, excluding the three months of the preliminary research from January 2021 to April 2021.

1.7. Significance of the study

This study's findings directly benefit the researchers, teachers, educators, and university board managers. For the EFL teachers, this study's findings will provide a more definite picture of successful EFL teachers through factors and qualities that non-English majored students perceive. Based on this research's results, EFL teachers can have a broad picture of improving their pedagogical skills, teaching skills, and social skills to meet their students' expectations. With the aspects related to EFL teachers' qualities, this study is an excellent reference source for teachers to explore, compare, and look deep inside their inner selves. In addition, the nationwide General English curriculum mainly reflects the expectations, feelings, and insights of the education system, school teachers, parents, and policymakers, not the students (Seedlehouse, 1994). Therefore, for educators and university board managers, this study's results validate students' perspectives on successful EFL teachers, opening new insights into training new teachers to meet EGP students' standards. Moreover, understanding the pedagogical factors that students conclude successful EFL teachers should enhance is an exceptional opportunity for university board managers to reconsider the current curriculum and course syllabus for further adaptation that fits the students' desires.

1.8. Organization of the study

This study has five independent but complementary segments. The first section - Introduction - provides a brief overview of this study by pointing out its background, main aims, research question, scope, and significance. Before pointing out the research gap, the second part presents the Literature Review on the definitions and characteristics of successful EFL teachers from various perspectives. Methodologies to conduct this study and the data collection processes are essential information outlined in the third section. This section will present a small-scale preliminary study, a quantitative questionnaire, and an in-depth qualitative interview. The researcher wanted to define successful EFL teachers from the glance of the non-English majors at UTH. After being measured, the data will be examined and interpreted in section four – Findings, before sharpening the last section’s conclusions. This final section focuses on answering the research question and concluding from the proven data; it also implies recommendations, implications, and suggestions for further research.

CHAPTER 2: LITERATURE REVIEW

2.1. Successful EFL teachers

2.1.1. Successful EFL teachers' definition and characteristics

Teaching is a tough interactional act involving subject difficulty, content, teacher components, student traits, pedagogy, resources, and the educational setting (Campbell, 2000). One of the fundamental components that concern educational officials worldwide is the notion of effective teaching (Rama, 2011). It is the reason for education development and contributes to learners' educational fulfillment (Whitehurst, 2002). Successful teaching has been interpreted as "that which produces beneficial and purposeful student learning through appropriate procedures" (Centra, 1993). It is a teaching behavior through which students obtain more than anticipated in educational procedures (Good, 1979).

Many studies about teacher characteristics have been carried out globally, examining students' insights (Koutsoulis, 2003; Thompson, 2008). Moreover, some organizations such as the Teachers of English to Speakers of Other Languages (TESOL) and the National Board for Professional Teaching Standards (NBPTS) established several standards for EFL teachers, such as "language, culture, planning, implementing, and managing instruction, assessment, and professionalism" (Tellez & Waxman, 2005; Tellez & Waxman, 2005). Nevertheless, the standards proposed by NBPTS appear to concentrate on the value of professional expertise in English teaching. These qualities are students' knowledge, language and language development knowledge, culture and diversity knowledge, and knowledge relating to the subject concern.

Despite the differences, there were agreements between the research results on traits of EFL teachers such as expert knowledge related to the subject, pedagogic skills, classroom administration skills, professional manner and performance, and

personal traits. Therefore, these criteria can be a good reference for effective EFL teachers' evaluation in Vietnam, where English is only considered a foreign language.

Teachers straightforwardly influence students' accomplishments or failures (Al Seghayer, 2006) by representing a significant part in the learning conditions through numerous in-class and outside-the-classroom activities because successful teachers do not only transfer their knowledge. They also educate students to self-study, motivate, and provide a suitable learning atmosphere to students (Williams & Burden, 2000). In this study, "successful" is more or less similar to "effective." Its meaning is to express a distinct teacher who had been the most successful in helping students learn.

Characteristics specified a distinct teacher's unique individual qualities that the students considered had enabled the teacher to succeed in the teaching process (Walker, 2008). For example, Calabria (1960) claims that effective teachers' most commonly mentioned traits were "subject-matter mastery, motivation, dedication, cooperation, sense of humor, creativity, efficiency, control, discipline, standards, promptness with reports, methods, and generosity with personal time for students." These traits were from a nomination survey by New York secondary school principals in 1957.

Later, Feldman (1976) agreed that "friendliness, helpfulness, and openness to others' opinions" were qualities that students favored in teachers, mainly when they freely explained their model or most outstanding teacher. So then, Pettis (1997) recognized three main components of an efficiently qualified teacher. First, effective teachers must be righteous, knowledgeable, and skillful. Second, effective language teachers' professional needs and interests need to be shifted over the period and improved throughout their teaching. Third, teachers should be dedicated to their professional improvement. Unlike many other subjects, Vadillio (1999) defined successful EFL teachers as being knowledgeable, having expertise in the target language, and having individual attributes like compassion, kindness, and sympathy.

Park and Lee (2006) reviewed the qualities of effective EFL teachers as observed by teachers and high school students in Korea by conducting a questionnaire comprising three sections: “English proficiency, pedagogical knowledge, and socio-affective skills.” The researchers conclude that students’ perceptions differ significantly in these three categories depending on the teachers’ ranking of English proficiency and the student’s level of knowledge.

To summarize, different studies may have different approaches, participants, and research sites. However, one thing in common is that learners’ ideas and opinions on successful EFL teachers will support teachers in developing and living up to students’ expectations and the potent stakeholders in an educational context (Sadeghi & Babai, 2009).

2.1.2. Previous studies on successful EFL teachers

Most previous studies examining the characteristics of successful EFL teachers can be grouped into two distinct styles. The first style focused on the most effective characteristics by comparing diverse participants, such as teachers vs. students, female vs. male students, high achievement vs. low achievement students, et cetera. The other concentrated on creating a survey and evaluating its validity. Table 2.1 demonstrates many studies on successful EFL teachers arranged in chronological order.

Table 2.1. Previous studies on successful EFL teachers' characteristics

	Author	Aims	Participants	Instruments	Main findings
1	Brosh, H. (1996)	To identify qualities of effective language teachers from Israeli language teachers' and students' viewpoints	200 foreign language teachers and 406 9 th grade students from 10 high schools	Questionnaire and interviews	The findings indicate some preferred characteristics of successful EFL teachers, such as knowledge of the taught language, capability to categorize, exemplify, provoke and maintain students' interest and motivation, fairness, and teachers' availability. Surprisingly, some irrelevant to the ELT characteristics are found, for example, familiarity with the target culture and the curriculum, optimistic attitudes toward the native language speakers, and teaching the lessons in the target language.
2	Evans, J. F. (2002)	To investigate elementary students' thoughts on efficient teachers	14 ten-to-eleven-year-old students	Interview	Elementary students prefer teachers who are concerned about students, respect, assist, and create an enjoyable learning environment. Another conclusion is that although children and adults might differ in thinking, the way each group identifies characteristics of effective teachers is similar.
3	Koutsoulis, M. (2003)	To examine the teacher characteristics that students considered important in	students from 25 high schools in Cyprus	Questionnaire	Effective teachers' most listed human characteristics are teachers' understanding and friendliness. Regarding communication characteristics, the traits students claimed are communicating effectively with students, handling teacher-student relations, and effective classroom management. In addition, most students participated in exciting and

		defining teacher effectiveness			motivating lessons with teaching skills. Also, low-level students concentrated more on human being characteristics and teaching abilities, not communication competencies. At the same time, high-achievement students expected successful EFL teachers to be educated and not criticize students' manners.
4	Khojastehmehr, R., & Takrimi, A. (2009)	To explore teacher effectiveness factors in the eyes of teachers	215 secondary school English teachers	Questionnaire	The teachers' points of view indicated that instructional approaches were considered more vital for teacher efficiency than other traits such as communication skills, individual traits, and knowledge.
5	Moafian, F., & Pishghadam, R. (2009)	To reassess the authenticity and trustworthiness of "Characteristics of Successful EFL Teachers" surveys	814 EFL learners	Questionnaire	The study outcomes revealed that the current questionnaire assessing the attributes of effective EFL teachers is a valuable and trustworthy instrument that can suit numerous purposes for different facets of education and the research field. Moreover, it is an evaluative tool that can reckon EFL teachers' specific traits directly linked to their professional success.
6	Shishavan, H. B., & Sadeghi, K. (2009)	To characterize the qualities of a sufficient EFL teacher in the eyes of Iranian teachers and learners.	59 teachers and 215 learners of English	Questionnaire	The results revealed noteworthy differences between teachers' and learners' thoughts on successful EFL teachers' traits. For example, teachers believe effective EFL should allocate homework and incorporate in-class group work tasks. In addition, students agreed that teaching English using the learners' first language was the major characteristic. Also, teachers recognize that proficiency in the target language, good pedagogy knowledge, and a good personality are vital points

					making a successful EFL teacher. On the contrary, learners believe it is vital to consider both elements related to teachers' personalities and how they behave toward their students.
7	Aregbeyen, O. (2010)	To investigate the viewpoints of university students on effective teaching and an effective lecturer's traits	students from the second year to master's degree students at the University of Ibadan	Questionnaire	This study implies that good teaching involves a lecturer striking a good sense of balance between his teaching approach and characteristics.
8	Barnes, B. D., & Lock, G. (2010)	To examine student opinions about the qualities of effective EFL lecturers	105 university students in Korea	Freewriting	The study results are related to five categories "Rapport, Delivery, Fairness, Knowledge and Credibility, and Organization and Preparation," which Faranda and Clarke (2004) employed. An analysis of the data revealed 40 effective EFL lecturers' features, mainly belonging to the Rapport and Delivery categories. However, other categories such as Fairness, Knowledge, Credibility, and Organization and Preparation attracted little discussion.
9	Huang, Z. (2010)	To explore the attributes of a successful university EFL teacher in China	Miss H, her students, and her colleagues	Interviews and questionnaires	The results show that Miss H is an exceptional example of a successful EFL teacher because of her distinctive traits, such as being "responsible, patient, enthusiastic, kind, and knowledgeable" in her position as a teacher.

					Moreover, she can flexibly adapt her teaching methods to follow her students' needs and encourage them to learn communicatively and independently, both inside and outside of the classroom context. She also plays the role of a companion and family member to her students by offering them her support and assisting them in solving different life problems.
10	Wichadee, S. (2010)	To explore the attributes of successful EFL teachers as acknowledged by students and lecturers	53 full-time teachers & 400 undergraduate students at Bangkok University, Thailand	Questionnaire	The findings showed that organization and communication skills were considered the highest-ranking ideas in students' eyes, contrasted with the teachers' ideas, who categorized English proficiency as the most influential factor. Moreover, the findings showed no significant differences between male and female students' perceptions.
11	Ghasemi, B., & Hashemi, M. (2011)	To comprehend the Iran college students' perceptions of ideal English teachers' traits	200 students	Questionnaire	Most students admitted that assigning homework, helping students reduce in-class anxiety, and evoking the learners' motivation to learn English make an English language teacher effective. Nevertheless, the high-level students reported different attributes from the low-level students regarding "pedagogical knowledge" and "socio-affective skills." Moreover, the male students demonstrated that successful teachers are knowledgeable, follow the syllabus closely, stick to organizational rules and policies, and have great dressing

					styles, which is partially different from the female students' ideas.
12	Barnes, B. D., & Lock, G. (2013)	To discover the uncovered attributions of efficient teachers in the previous qualitative study in 2010	222 students from different universities and colleges	Questionnaire	The study indicated the importance of rapport traits "friendliness, care, patience," and delivery attributes, such as "explicit explanations, mistake correction, and a participatory way of instruction." In addition, impartiality, target language knowledge, good preparation, explicit grammar instruction, and asking question techniques were highly valued.
13	Dincer, A., Göksu, A., Takkaç, A., & Yazici, M. (2013)	To give recommendations for the EFL teachers on ways to increase the classroom effectiveness			After having an overview of over 30 studies on the main effective English language teacher's traits, the findings concluded that an effective EFL teacher's traits should belong to four main aspects: "socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities for better language teaching and learning," and these aspects should be balanced.
14	Kourieos, S., & Evripidou, D. (2013)	To discover the characteristics and teaching behaviors of effective EFL teachers at the university level	110 first-year students	Questionnaire and focus group interviews	This study indicates that effective language teaching is related to a learner-centered approach. According to this study, effective EFL teachers respect students' differences and understand students' language anxiety, abilities, and interests instead of playing a strict teacher role in the learning process.

15	Salahshour, N., & Hajizadeh, N. (2013).	To determine the primary attributes characterizing an adequate EFL instructor	42 pre-intermediate students in Tabriz, Iran	Questionnaire	Some attributes that build up EFL teachers' effectiveness include having interest and responsibility in the job and being punctual, self-confident, and energetic enough to encourage students to use the target language spontaneously. Moreover, being kind, friendly, and respectful to students also affected how students thought of successful EFL teachers. Other less essential but meaningful insights into the study were using the class time wisely and keeping class order.
16	Hajizadeh, N., & Salahshour, N. (2014)	To find essential elements of a successful EFL teacher from the foreign language instructors' viewpoints.	18 EFL teachers	Questionnaire	The results implied that, according to teachers, some of a successful EFL teacher's features are self-confidence, teacher structure's accuracy, knowledge, interest in the career, responsibility, and class time arrangement. Moreover, the dominant factors were creating motivation, class control, teachers' enthusiasm, respect for students, and teachers' creation of students' self-confidence.
17	Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015)	To compare students' and teachers' perceptions of the characteristics of a good EFL teacher in the Omani context	171 students and 233 English teachers	Questionnaire	Teacher characteristics are assigned into seven groups: "content knowledge about teaching and learning, pedagogical knowledge about teaching and learning, knowledge about oneself – general characteristics, knowledge about oneself–affective variables, knowledge about oneself–professional development, knowledge about students, and knowledge about classroom management." Results show that all participants generally agree on all the groups' significance. The most

					critical details regarded “English language proficiency” and “treating students equally.”
18	Nghia, T. L. H. (2015)	To research traits of language center teachers that learners perceive to enrich their learning	339 students	Interviews and surveys	Students described twelve teachers’ qualities as compelling reasons that impacted their studying. The students' beliefs on most qualities were teachers’ English competence, methods, knowledge of cultures, professional behaviors in the class, and socio-affective skills. Moreover, they expected teachers to fully understand the students’ role as customers, not solely students.
19	Ata Kıl, E. (2015)	To characterize the qualities of sufficient EFL teachers	36 EFL instructors and 227 preparatory year university students	Questionnaires	Students and teachers agree that “increasing student motivation” and “being highly knowledgeable” are influential English language teacher traits; however, there were some dissimilarities in specific points such as “being friendly towards students” and “having general knowledge.” Furthermore, the research revealed that “enjoying teaching,” “availability of materials,” and “classroom conditions” are the most agreed factors contributing to the effectiveness of EFL teachers.
20	Al-Seghayer, K. (2017)	To describe the professional qualities of successful EFL teachers.			Successful ESL or EFL teachers should combine these five main characteristics harmoniously: “display a clear perception of the cognitive knowledge dimension of language teaching; manifest a thorough knowledge of related content, such as disciplinary knowledge, pedagogical knowledge, and technological pedagogical knowledge; accomplish a high level

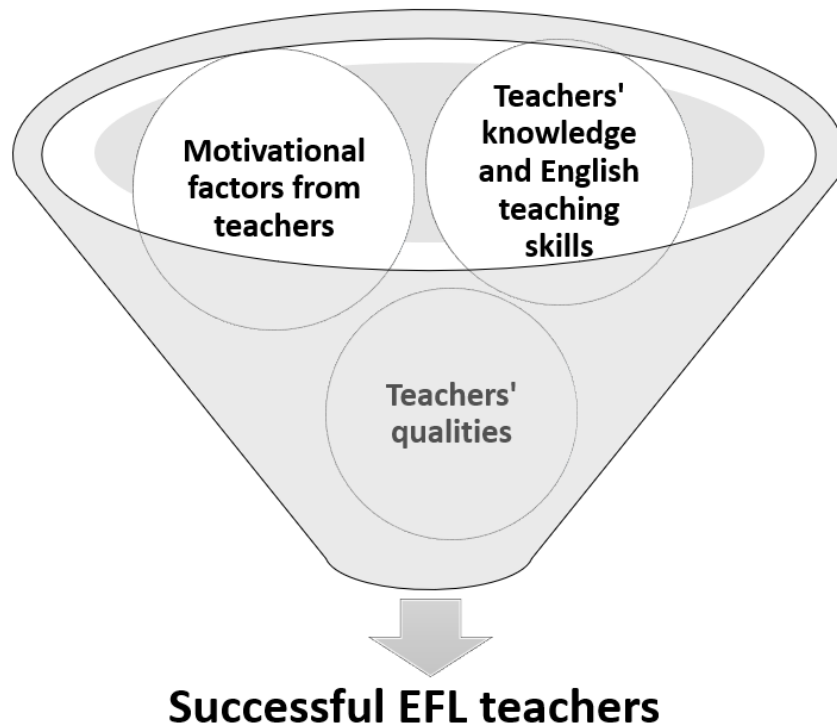
					of English language proficiency; possess certain unique personality traits and possess other relevant vital variables.”
21	Kalay, D. (2017)	To explore the relation between Turkish university EFL students’ and instructors’ reflections of adequate EFL teachers	132 students and 16 EFL instructors	Questionnaire and interviews	“Being smiling and cheerful” is the most favorable characteristic. The students also valued other qualities and the instructors, such as “patience,” “teacher enthusiasm,” “having good academic knowledge, speaking English fluently and clearly,” and “having correct and clear pronunciation.” Teaching qualities are also placed in high positions, for example, “guiding students to get some learning strategies,” “teaching a topic according to students’ proficiency levels,” and “watching and informing students about their progress in language learning.”
22	Hismanoglu, M. (2019)	To examine the traits of effective English teachers from the viewpoints of students in Turkey	93 students of the preparatory program	A questionnaire designed by Salahshour & Hajizadeh	Some significant personalities of a successful EFL teacher were being energetic, passionate, accountable for teaching, imaginative, confident, tolerant, and have a loud and clear voice. Besides, most students perceived their teachers as effective if they delivered the lessons via various examples using their good linguistic pedagogical knowledge and communication skills.

23	Tarajová, R., & Metruk, R. (2020)	To investigate the Slovak students' and EFL teachers' thoughts on the effective English teacher	45 learners 32 EFL teachers at upper-secondary school	Questionnaire	The results indicate that some agreement among both teachers and students related to: "expertise in subject matter," "deep interest and passion for the profession," and "employing plenty of pair-work and group-work activities where students can interact and actively participate in the learning process." However, there also exists some disagreement; for example, teachers agree more on the teachers' proficiency in pedagogical skills and the teaching methodology, while students have a deep impression concerning teachers' personality and knowledge.
24	Khaing, T. (2020)	To probe a good language teacher's qualities and competencies	40 students of Mandalay University	Questionnaire	The results showed that "presenting language points in clear and interesting ways" and "being a good language model for students" contributed to effective teachers' image. In addition, being "patient, polite, and helpful" defines an effective teacher. Finally, the astonishing results of this study were that the influential teacher is the one who combines different English varieties and styles in various societies or cultures.
25	Alzubi, A. A. F. (2021)	To study pre-university students' perceptions of characteristics that successful EFL lecturers have	680 male and 360 female students at the pre-university level in Saudi Arabia	Questionnaires	The findings indicated that 88% of Saudi pre-university students claim that attributes that make an effective EFL teacher are "personality," "method," and "language knowledge." Also, cultural cognition is another factor in deciding EFL teachers' effectiveness. In addition, EFL teachers' fame, age, and nationality did not affect EFL teachers' teaching effectiveness.

2.1.3. The researcher's conceptual framework

When exploring the plenty of factors playing essential roles in defining successful EFL teachers from the abundance of previous studies, the researcher concludes that most factors in the framework of successful EFL teachers are categorized into three groups. The three distinct groups are named: "Teachers' knowledge and English teaching skills," "Motivational factors from teachers," and "Teachers' qualities." Unlike many existent frameworks focusing on effective teaching or learning process or teachers' self-development criteria, the researcher's conceptual framework is different when combining individual factors such as teachers' personalities and moralities into the framework.

Figure 2.1. The researcher's conceptual framework



2.2. Students' perception

In comparing the number of "successful teachers" definitions, finding a distinct definition of "perception" is also not easy since people working in the education field are still debating and disagreeing. Even in the same situation, different

people acquire perceptions in diverse ways since perception is perceived as an internal and individual phenomenon (Combs, 1952.) It is also supported by Mouly (1965) with the idea that the same phenomenon can be apprehended differently from the viewpoints of two different people.

Akande (2009) defined perception as the "cognitive impression" formed by one's reality and directly influenced that person's actions and behaviors. Therefore, perception has individuality since it can be varied regarding people's personal feelings, thinking abilities, experiences, or conceptions (Davidoff, 2012). From this viewpoint, perception can be inferred that it depends on how reactions will be triggered depending on various background information. Also, perception may be affected by particular moments, including those from present and past incidents. It is also true to students' perceptions, in which they represent the students' understanding levels in a particular situation depending on their past experiences during their learning process.

In this study, students' perceptions can be defined as their beliefs and recognitions about qualities that build up the image of successful EFL teachers.

2.3. The current study

Evaluation and qualities of successful EFL teachers have been an exciting topic for researchers to analyze. Therefore, abundant studies are conducted (Barnes & Lock, 2010; Evans, 2002; Lin, 2009; Nghia, 2015; Onwuegbuzie et al., 2007; Saafin, 2005; Shi, 2005; Shishavan & Sadeghi, 2009; Young, 1998, et cetera.) In addition, a continuous call for a thorough analysis to clarify students' favored attributes of teacher's success is essential (Donaldson et al., 1993). Unfortunately, there is an abundance of definitions for "successful EFL teachers," which still makes this term's definition uncertain. Moreover, no standardized factors help people realize successful teachers when they meet them.

Although the contemporary trend approaching students and the student-centeredness is requisite in many foreign language classrooms, this approach is still

uncertain in the university context. Students' voices are supposed to be valued more; in fact, student consciousness has been outlasted unrecognized in educational research. It is also why this study explores successful EFL teachers' factors, particularly from the non-English majored students' perspectives, not from the teachers' points of view. Moreover, each social development and educational change stage will have a different view of successful EFL teachers' necessary and sufficient conditions. Therefore, this study examines non-English majored students' perceptions of successful EFL teachers in the early years of the third millennium.

CHAPTER 3: METHODOLOGY

3.1. Research design

This study aims at determining the definition of a successful EFL teacher from university students' perspectives. Therefore, the two research questions are “*What factors do successful EFL teachers have according to UTH non-English majored students' perceptions?*” and “*How strong are teachers' factors variables in predicting successful EFL teachers' definition perceived by non-English majored students?*” An exploratory mixed-method approach (Hesse-Biber, 2010) was chosen because it is one of the most feasible ways to answer this research question. Moreover, using a mixed-method design is certainly more substantial than the single method, enhancing the study's validity by giving conclusions from various perspectives (Morse, 2016) The study was conducted at the UTH in 2021 and 2022, using mixed methods of both qualitative and quantitative approaches to understand the study's purposes.

3.2. Research site

The research was carried out at the UTH. Established in 1988 and officially recognized by the Vietnamese Ministry of Education and Training, the UTH is the most prominent multidisciplinary coaching university in South Vietnam's transportation area. UTH has more than 31 majors, such as maritime, road, railway, mechanical engineering, electrical and electronic engineering, transportation management, logistics management, et cetera., at undergraduate and postgraduate levels. It mainly educates multidisciplinary majors but does not specialize in languages; consequently, there was no Foreign Languages Faculty when this study was done. Instead, the English Language Department is responsible for teaching students the “English for General Purposes” (EGP) Courses as well as the “English for Specific Purposes” (ESP) Courses. Although there are six EGP levels from General English (GE) 1 to 6 courses; however, this research collects data only from students who finished GE5 and GE6 courses due to the researcher's convenience.

3.3. Sample and sampling procedures

The participants of this study were senior students who finished the course General English GE5 and GE6 at the UTH. For the GE5 and GE6 courses, the student's level is at the Intermediate level, equivalent to CEFR B1 level. Firstly, 32 students participated in the preliminary interviewing stages to start the pilot study. These 32 students, consisting of 11 females and 21 males, were conveniently selected from GE5 to GE6 classes (equivalent to CEFR - B1 levels). They mainly study three majors at UT-HCMC: Automobile Mechanics, Construction Economics, and Civil and Industrial Engineering. Secondly, the participants included 110 seniors who answered questionnaires during the quantitative phase. Finally, 12 students who joined the questionnaire had an in-depth interview at the qualitative stage to clarify the study results further.

3.4. Research instruments and data collection procedures

3.4.1. Preliminary pilot study interview

The first phase involves conducting a pilot study using a semi-structured interview and an open-ended paper-and-pencil questionnaire. The interview was conveyed in a group and an individual interview; 32 participants from the first group were involved in this pilot study. All participants joined personal interviews conducted continuously for three days. Each discussion lasted for 10 minutes. After that, each interviewee had approximately fifteen to thirty minutes to answer the questions they had been asked on the written form for better clarification.

To convey students' insight and to get as diverse answers as possible, the interview question was "Please describe the English teacher(s) that you considered a successful English language teacher(s) and explain why." After that, in-depth discussions were conducted differently based on each respondent's answer to clarify every statement, and the researcher could fully understand their ideal teachers' factors and qualities. The stimulated-recall interview technique was chosen and applied during the interview because it is moderately simple to use, and the information it

presents is both assorted and abundant (O'Brien, 1993). In addition, the interview question was translated into Vietnamese discreetly, and the interview was conducted using the Vietnamese language to bypass students' potential misunderstanding.

Following the interview, the participants had an opportunity to fill in the in-depth opened-ended paper-and-pencil questionnaire form, including the questions they went through in the beforehand interview. The questionnaire was necessary because this was according to the interviewees' wishes. Most of them revealed that they are not excellent at expressing their ideas in words during the interview. Therefore, giving them time to reconsider and write is better. Later on, the content analysis stage pointed out this method's benefit because male interviewees gave more written form information to support their spoken ideas. On the contrary, female interviewees' form analyses concluded that they wrote down exactly what they had said before to the interviewer.

3.4.2. Exploratory mix-method research

After analyzing the pilot study's results, the author developed a thorough three-section questionnaire. The first section contains the students' demographic data regarding their name, gender, and academic major. The second part of the questionnaire aims at collecting students' evaluations of successful EFL teachers by asking them to agree with the statements describing successful language teachers according to their perspectives.

There are 20 statements based on a six-point Likert Scale from "strongly disagree" (1) to "strongly agree" (6). Most Likert scales have five variables: two positives, two negatives, and a neutral, or uncertain. However, the five-Likert scale creates problems as the "neutral" option can make the survey takers effortless and tempted to answer the question without much thought. On the other hand, a study result from Chomeya (2010) revealed that the Six-Point Likert scale tends to carry higher judgment and reliability values than the five-point Likert scale. This is because a six-point scale motivates participants to consider the question more carefully

instead of only positively or negatively. Indeed, human perceptions are seldom neutral, and the Six-Point Scale prevents participants from choosing the neutral level, strengthening the reliability of the survey.

The items describing successful EFL teachers in this stage's questionnaire were extracted from the preliminary pilot study interview data. The respondents were asked to indicate to what extent they agree with these criteria before moving to the questionnaire's last section. The final section allows participants to give their ideas on other criteria to define successful EFL teachers. The questionnaire was translated into Vietnamese to avoid possible problems and confusion about what was asked. Moreover, the translated questionnaire had also been revised by two independent translator-linguistics to ensure its accuracy.

3.4.2.1 Pilot Testing

Before delivering the official questionnaire to the participants, pilot testing was conducted to guarantee the validity of the questionnaire. The expert-driven pretest was commenced first using the question critique method. The wording of questions was carefully evaluated to avoid troubles such as double-barreled questions, negative questions, or unduly long questions. It also assesses the questionnaire flow to ensure the momentous question order and transition statements.

Then, the respondent-driven pretest was conducted with students chosen from the study population. The study's validity is likely to be adequately tested when the target group was a small subsample of the same population because the questions were particular to students' experiences. Moreover, the respondents fit the cultural and demographic profile of the larger later surveyed sample (Ferketich, Philips, & Verran, 1993). Although many researchers propose sample sizes from 10–25 (Sheatsley, 1983) to 20–50 (Sudman, 1983), a pilot test has no defined sample size. Therefore, the researcher should decide the final sample size according to their available time and budget (Chaudhary & Israel, 2014). In this study, the questionnaire's pilot test sample size is 20. After answering the questionnaire, the

researcher used the cognitive interviewing method, having an in-depth interview process with all respondents to ensure potential issues across the entire questionnaire range.

3.4.2.2 Questionnaire

A questionnaire was designed to explore 110 students' perceptions of successful EFL teachers. The first part of the pilot testing questionnaire was kept unchanged; however, the 26 six-point Likert Scales items from the pilot testing questionnaire need to be revised after considering their reliability. As a result, nine statements were omitted, and there were only 20 statements left. These 20 questions were categorized as follows: six statements related to successful EFL teachers' knowledge and English teaching skills, six related to their motivational teaching methods, and eight related to teachers' qualities.

3.4.3. In-depth interview

In comparison with other research instruments such as surveys, questionnaires, et cetera., in-depth interviews are meaningful in exploring beliefs, experiences, significances, and diverse aspects of the study (Guion, Diehl & McDonald, 2001). Therefore, after the quantitative stage, the researcher conducted an in-depth interview on non-English majored university students' perceptions of factors that successful EFL teachers "must" or "should" have. This in-depth interview focused on the students' experiences and beliefs about aspects that define successful EFL teachers perceived by UTH students, which were concluded from the exploratory factor analysis. Each interview lasted for about 10 to 15 minutes.

3.5. Data analysis procedures

3.5.1. Preliminary pilot study interview

3.5.2. Data analysis procedures

Interview data from the pilot study were recorded and transcribed and then compared to the written form collected from the interviewees. The data then

continued to be analyzed using the qualitative content analysis method (Krippendorf, 2018) to comprehend a phenomenon by looking into detail and depth rather than measurement (Forman & Damschroder, 2007). Finally, the data collected from the preliminary stage was used as the input items for the questionnaire in the quantitative stage.

3.5.3. Findings of the pilot study

There are three separate approaches to qualitative content analysis depending on inductive reasons (Hsieh & Shannon, 2005). This study conducted a summative content analysis because this method involved word counting to manifest content and then got the underlying meanings and themes by involving content comparisons. The result collected from the pilot study is shown in Table 4.1.

Table 3.1. Statements and frequency collected in the pilot study's interview

	Statements translated into English	Frequency (Fre)
1	I think that a successful EFL teacher teaches using various activities.	23
2	In my opinion, a successful EFL teacher increases students' autonomy to study English.	22
3	In my opinion, a successful EFL teacher is willing to spend time outside the classroom to listen to students' sharing.	20
4	In my opinion, a successful EFL teacher makes students feel that learning English is a joy rather than a responsibility.	19
5	From my experience, a successful EFL teacher ought to be patient.	19
6	In my opinion, a successful EFL teacher usually has a passion for teaching.	18
7	I think a successful EFL teacher gives constructive corrections rather than only criticism.	17
8	I think that a successful EFL teacher has in-depth knowledge.	15
9	For me, a successful EFL teacher teaches lessons that students need for real-life situations.	15

10	I think a successful EFL teacher has no generation gap regarding teacher-student relations.	14
11	I think successful EFL teachers can deliver comprehensible lessons to students.	13
12	A successful EFL teacher can teach students of different levels.	13
13	Successful EFL teachers are inspiring teachers.	13
14	I think successful EFL teachers help students realize the purposes of studying English.	13
15	Successful EFL teachers are to be trusted by students sharing their life troubles.	12
16	A successful EFL teacher has a unique conversation style, arousing students' eagerness to study English.	12
17	A successful EFL teacher is someone who has a pleasant voice.	11
18	A successful EFL teacher always speaks to students with respect.	10
19	I think a successful EFL teacher has the capability to use technology in the classroom.	10
20	From my viewpoint, a successful EFL teacher gives students opportunities to use English in the classroom.	9
21	I think successful EFL teachers have appropriate motivational methods.	9
22	A successful EFL teacher usually has a distinct personality.	9
23	I believe that STs can control the class.	8
24	I think successful EFL teachers are supposed to live with moral standards	7
25	In my perspective, a successful EFL teacher has integrity in academia.	7
26	From my experience, successful EFL teachers have a unique style of dressing.	6

Most participants claimed that "using various activities in teaching," "increasing students' autonomy to study English," and "spending time outside the classroom to listen to students' sharing" are critical elements to define a successful teacher. In addition, many participants loved to work with teachers who "have passion for

teaching," "are patient," "make students feel that learning English is a joy rather than a responsibility," and "give constructive feedback rather than criticism." Besides those criteria focusing on teaching skills and characteristics, the "teachers' in-depth knowledge" and applying that to "deliver comprehensible lessons" were assessed as necessary when half of the participants agreed. Other remarkable and innovative explorations from the pilot study were teachers' gentle voice, morality, and academic integrity. These 26 data reductions shown in Table 4.1 were finally treated as the input items for the questionnaire in the next step quantitative phase

3.5.4. Exploratory mix-method research

Data was gathered via Google Forms and diagnosed by Statistical Package for the Social Sciences (SPSS) version 20 due to its favor in academic and business investigations (Arkkelin, 2014). After collecting data by Google Form, the researcher used Cronbach's alpha and correlation matrix coefficients to calculate the items' reliability, then proposed analyzed data using tables.

3.5.2.1 Pilot Testing

According to Ruel, E., Wagner III, W. E., & Gillespie, B. J. (2015), the pilot testing is an invaluable component of the survey research as it provides the researchers a chance to ensure that all the questions are clearly articulated, relevant and comprehensive from both the researchers' and the respondents' points of view. Moreover, the pretest is the best method to ensure that the researchers and the respondents interpret the survey similarly (Converse & Presser, 1986). Therefore, twenty participants were asked to respond to a 26-item-questionnaire to define a successful EFL teacher in the pilot testing.

The pilot testing questionnaire, which used a six-point Likert Scale, was divided into three distinct categories that best describe successful EFL teachers. These categories included eight statements divided into three themes: successful teachers' knowledge and English teaching skills, six statements that dealt with motivational teaching methods, and twelve statements that dealt with qualities of

successful EFL teachers. The students were required to rate their agreement about statements describing factors that they believe are essential for building up successful EFL teachers' image. The six-point Likert Scale represents six levels of agreement, with number 1 denoted “strongly disagree” and number 6 denoted “strongly agree.” The mean scores were interpreted as follows:

- 1.00 to approximately 1.83 can be interpreted as “strongly disagree.”
- 1.83 to approximately 2.66 can be interpreted as “disagree.”
- 1.00 to approximately 3.50 can be interpreted as “partly disagree.”
- 1.00 to approximately 4.33 can be interpreted as “partly agree.”
- 1.00 to approximately 5.17 can be interpreted as “agree.”
- 1.00 to approximately 6.00 can be interpreted as “strongly agree.”

The students' ratings from the questionnaire were gathered, coded, and computed by SPSS. The reliability of each category was measured using the Cronbach coefficient alpha, which assesses each category's reliability and inter-item consistency.

3.5.2.2 Questionnaire

The Cronbach's Alpha test is operated to measure the scale's reliability. The item-total correlations were also used to assess the reliability of the item scale. The EFA test was also applied, namely Kaiser-Meyer-Olkin (KMO) and Barlette's test. Moreover, Pearson Correlations analysis and Linear Regression analysis were also performed. Finally, the one-way ANOVA tests were completed to check whether there were any differences in the students' perceptions of successful EFL teachers between genders and groups of students from different majors.

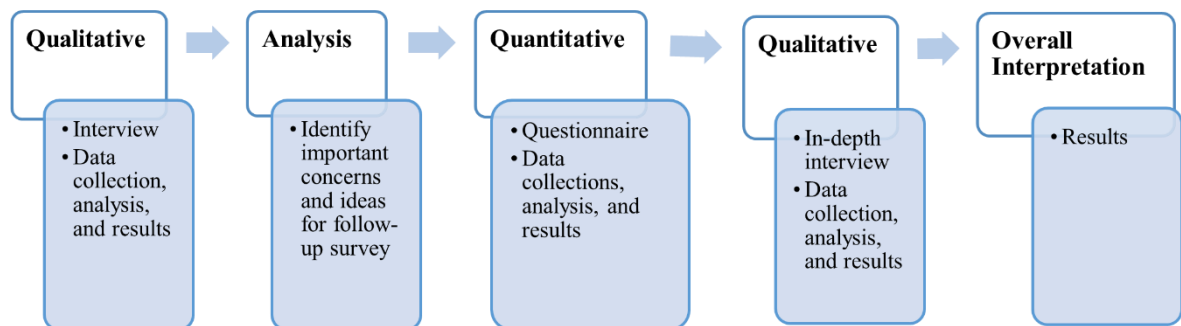
3.5.5. In-depth interview

In-depth, qualitative interviews are exceptional, open-ended, and discovery-oriented instruments to use in planning and assessing because they allow the interviewer to intensely probe the respondent's emotions and standpoints on a matter.

These results then provide background information to shape additional questions or discussions relevant to the topic (Guion, Diehl & McDonald, 2001). Interviews were first audiotaped, then transcribed and analyzed according to the qualitative content analysis method (Krippendorff, 2018). Specifically, the interviews were watched back; the researcher took notes on the crucial points from each participant, summarized their responses to specific prompts such as the claims, and wrote down key quotes that embodied their perceptions, attitudes, and beliefs.

In conclusion, this study adopted the original sequential exploratory mixed methods design created by Stewart et al. (2008), shown in Figure 3.

Figure 3.2. Stewart et al. (2008) sequential exploratory mixed methods design



CHAPTER 4: FINDINGS AND DISCUSSIONS

4.1. Quantitative Analysis

4.1.1. Pilot Testing Analysis

The pilot testing is crucial because it is no doubt being compared as a “dress rehearsal” for any survey procedures to ensure the validity of the survey instrument (Rothgeb, 2004) Therefore, pilot testing was conducted before the research questionnaire was actually launched.

4.2.1.1 Descriptive statistics of respondents

a. Gender description

Table 4.1. Students’ gender statistics – Pilot testing analysis

		Fre	Percent (%)	Valid Percent (V %)	Cumulative Percent (C %)
Valid	Male	13	65.0	65.0	65.0
	Female	7	35.0	35.0	35.0
	Total	20	100.0	100.0	

b. Year of birth description

All respondents who participated in the pilot testing were seniors of UTH, with birth years of 2001.

c. Major Description

Table 4.2. Students’ majors’ statistics – Pilot testing analysis

		Fre	%	V %	C %
Valid	Automotive Mechanics	8	40.0	40.0	40.0
	Construction Economics	4	20.0	20.0	20.0
	Civil and Industrial Engineering	3	15.0	15.0	15.0
	Information Technology	2	10.0	10.0	10.0
	Highway Engineering	2	10.0	10.0	10.0
	Electronics Engineering and Telecommunications	1	5.0	5.0	5.0
	Total	20	100.0	100.0	

4.2.1.2 Cronbach's Alpha Analysis

The Cronbach's Alpha analysis was conducted to test the validity of the questionnaire. The coefficient of Cronbach's Alpha varies from 0 to 1. The nearer it is to 1, the more reliable the Cronbach's Alpha coefficient is. The Cronbach's alpha $\alpha \geq 0.60$ is satisfactory; in addition, it proposes high reliability when varying in the range of 0.75 to 0.95 (Nunnally & Bernstein, 1994). Specifically, Cronbach's Alpha coefficient from 0.6 to 0.69 proves that the scale is qualified; from 0.7 to 0.79 is a sufficient scale, and the scale is considered very well when Cronbach's Alpha coefficient reaches between 0.8 and 1. In this study, the common Cronbach's Alpha standard is chosen to be greater than 0.7. At the same time, the corrected item-total Correlation value in the item-total Statistics table must be greater than or equal to 0.3 (Trọng & Ngọc, 2008). Therefore, researchers must exclude any correlation matrix of less than 0.3 because the minimum loading of the observed variable is 0.3 (Morgan et al., 2019).

Table 4.2. Case Processing Summary – Pilot testing analysis

		N	%
Cases	Valid	18	90.0
	Excluded ^a	2	10.0
	Total	20	100.0

a. First analysis

Table 4.3. Cronbach's Alpha - pilot testing analysis – the first analysis

Cronbach's Alpha	N of Items
.899	26

Table 4.4. Reliability item-total statistics in the pilot testing – the first analysis

Code	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I1	has in-depth knowledge.	38.3889	106.840	.387	.897
I2	teaches lessons that students need for real-life situations.	38.6111	108.252	.551	.895
I3	delivers comprehensible lessons to students.	38.7222	111.389	.274	.899

I4	can teach students of different levels.	38.0556	94.761	.832	.885
I5	has a capability to use technology in the classroom.	38.1667	98.735	.799	.887
I6	gives students opportunities to use English in the classroom.	38.5000	106.853	.392	.897
I7	has an ability to control the class.	38.2222	109.712	.248	.900
I8	increases students' autonomy to study English.	38.8333	112.500	.239	.899
I9	teaches using various activities.	38.4444	106.379	.551	.894
I10	helps students realize the purposes of studying English.	38.6111	108.605	.402	.897
I11	has appropriate motivational methods.	38.5556	108.026	.544	.895
I12	makes students feel that learning English is a joy rather than a responsibility.	38.5556	105.203	.574	.893
I13	give constructive corrections rather than only criticism.	38.3333	103.176	.566	.893
I14	is willing to spend time outside the classroom to listen to students' sharing.	38.0000	100.353	.646	.891
I15	has a passion for teaching.	38.0000	104.353	.283	.905
I16	is an inspiring teacher.	38.5556	109.085	.348	.898
I17	is to be trusted by students sharing their life troubles.	38.2778	105.154	.413	.897
I18	has a unique style of dressing.	38.1111	102.222	.665	.891
I19	has a distinct personality.	37.6667	95.647	.734	.888
I20	has a pleasant voice.	38.0000	104.353	.647	.892
I21	speaks to students with respect.	38.5556	107.320	.617	.894
I22	has a unique conversation style, arousing students' eagerness to study English.	38.6111	112.369	.120	.901
I23	has no generation gap.	38.2222	106.536	.375	.898
I24	is patient.	38.5000	108.618	.467	.896
I25	has integrity in academia.	38.5000	109.324	.319	.898
I26	lives with moral standards.	38.2222	99.712	.632	.891

The first run of the Cronbach's Alpha test was conducted for all the items without grouping. As a result, not all factors satisfy the test requirements in the first

run. Although the Cronbach's Alpha coefficient is 0.899, more significant than the average value of 0.7, the column's total correlation value needs to be revised because five variables (I3, I7, I8, I15, and I22) had the Corrected item-total Correlation value lower than 0.3. Thus, these five variables were eliminated in the second analysis.

b. Second analysis

Table 4.5. Cronbach's Alpha - pilot testing analysis – the second analysis

Cronbach's Alpha	N of Items
.909	21

Table 4.6. Reliability item-total statistics in the pilot interview – the second analysis

Code	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I1	has in-depth knowledge.	31.3333	89.176	.388	.909
I2	teaches lessons that students need for real-life situations.	31.5556	90.144	.594	.906
I4	can teach students of different levels.	31.0000	78.118	.836	.896
I5	has a capability to use technology in the classroom.	31.1111	81.987	.788	.899
I6	gives students opportunities to use English in the classroom.	31.4444	89.673	.359	.909
I9	teaches using various activities.	31.3889	88.840	.546	.905
I10	helps students realize the purposes of studying English.	31.5556	90.614	.422	.908
I11	has appropriate motivational methods.	31.5000	90.265	.549	.906
I12	makes students feel that learning English is a joy rather than a responsibility.	31.5000	87.559	.586	.904
I13	give constructive corrections rather than only criticism.	31.2778	86.095	.550	.905
I14	is willing to spend time outside the classroom to listen to students' sharing.	30.9444	82.761	.677	.902
I16	is an inspiring teacher.	31.5000	91.088	.363	.909

I17	is to be trusted by students sharing their life troubles.	31.2222	86.771	.465	.908
I18	has a unique style of dressing.	31.0556	85.232	.648	.903
I19	has a distinct personality.	30.6111	79.781	.692	.902
I20	has a pleasant voice.	30.9444	87.350	.613	.904
I21	speaks to students with respect.	31.5000	89.676	.615	.905
I23	has no generation gap.	31.1667	88.853	.379	.909
I24	is patient.	31.4444	90.497	.504	.907
I25	has integrity in academia.	31.4444	91.791	.292	.910
I26	lives with moral standards.	31.1667	82.147	.662	.902

The second analysis was conducted with the 21 variables. The Cronbach's Alpha coefficient's value is 0.909, higher than the first analysis. Nevertheless, one variable (I25) correlated lower than 0.3 in all the items; therefore, it was crucial to commence the third analysis.

c. Third analysis

Table 4.7. Cronbach's Alpha - pilot testing analysis – the third analysis

Cronbach's Alpha	N of Items
.910	20

Table 4.8. Reliability item-total statistics in the pilot testing interview – the third analysis

Code	Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I1	has in-depth knowledge.	29.9444	85.350	.401	.909
I2	teaches lessons that students need for real-life situations.	30.1667	86.265	.621	.906
I4	can teach students of different levels.	29.6111	74.487	.849	.896
I5	has a capability to use technology in the classroom.	29.7222	78.683	.775	.900
I6	gives students opportunities to use English in the classroom.	30.0556	85.938	.364	.910
I9	teaches using various activities.	30.0000	85.647	.506	.907
I10	helps students realize the purposes of studying English.	30.1667	87.088	.408	.909

I11	has appropriate motivational methods.	30.1111	86.575	.552	.907
I12	makes students feel that learning English is a joy rather than a responsibility.	30.1111	84.105	.573	.905
I13	give constructive corrections rather than only criticism.	29.8889	82.810	.530	.906
I14	is willing to spend time outside the classroom to listen to students' sharing.	29.5556	79.085	.687	.902
I16	is an inspiring teacher.	30.1111	87.516	.353	.910
I17	is to be trusted by students sharing their life troubles.	29.8333	82.971	.478	.908
I18	has a unique style of dressing.	29.6667	81.647	.650	.903
I19	has a distinct personality.	29.2222	76.301	.694	.902
I20	has a pleasant voice.	29.5556	83.791	.609	.905
I21	speaks to students with respect.	30.1111	85.987	.619	.906
I23	has no generation gap.	29.7778	85.242	.377	.910
I24	is patient.	30.0556	86.761	.511	.907
I26	lives with moral standards.	29.7778	78.418	.676	.902

In the third time running Cronbach's Alpha analysis, the coefficient was 0.910; simultaneously, the Corrected item-total Correlation of all the items was greater than 0.3, indicating that the scale was reliable. Therefore, all the remaining 20 variables were kept for the official research model running.

4.1.2. Questionnaire Analysis

The questionnaire's results are presented in three sections:

- Sample description, response rate, and conclusion.
- Measurement analysis
- Testing hypotheses.

4.2.2.1 Descriptive statistics of respondents

Tables 4.10 and 4.11 described the general information about the respondents who took part in this study premised on frequency values. As shown, the current

sample has an allocation of 110 respondents, including 87 males (79.1%) and 23 females (20.9%).

Table 4.9. Students' gender statistics

		Fre	%	V %	C %
Valid	Male	87	79.1	79.1	79.1
	Female	23	20.9	20.9	100.0
	Total	110	100.0	100.0	

Table 4.10. Students' major statistics

		Fre	%	V %	C %
Valid	Automotive Mechanics	43	39.1	39.1	39.1
	Construction Economics	26	23.6	23.6	62.7
	Civil and Industrial Engineering	25	22.7	22.7	85.5
	Information Technology	3	2.7	2.7	88.2
	Highway Engineering	7	6.4	6.4	94.5
	Electronics Engineering and Telecommunications	6	5.5	5.5	100.0
	Total	110	100.0	100.0	

Automotive Mechanics Major had the most significant number of students participating in the survey, with 43 participants from this major accounting for 39.1% of the total. The second was from the Construction Economics major, with 26 participants accounting for 23.6%. Finally, Civil and Industrial Engineering major accounted for 22.7%. The remaining samples came from these majors: Information Technology (2.7%), Highway Engineering (6.4%), and Electronics Engineering and Telecommunications (5.5%).

4.2.2.2 Cronbach's Alpha Analysis

According to the research model, the student perceptions of successful EFL teachers were determined on three independent variables and measured as follows: (1) TEACHERS' KNOWLEDGE AND ENGLISH TEACHING SKILLS which were measured by six observable variables, symbols from KNOWLEDGE1 to KNOWLEDGE6; (2) MOTIVATIONAL FACTORS FROM TEACHERS was

measured by six observable variables, denoted by MOTIVATION1 to MOTIVATION6; and (3) TEACHERS' QUALITIES was measured by eight observable variables, notations QUALITIES1 to QUALITIES8. In addition, three observable variables, notations PERCEPTION1 to PERCEPTION3, measure the dependent variable STUDENTS' PERCEPTION.

Table 4.11. Items coding for SPSS analysis

	Item	Items coding
1	has in-depth knowledge.	KNOWLEDGE1
2	teaches lessons that students need for real-life situations.	KNOWLEDGE2
3	can teach students of different levels.	KNOWLEDGE3
4	has a capability to use technology in the classroom.	KNOWLEDGE4
5	gives students opportunities to use English in the classroom.	KNOWLEDGE5
6	designs various activities while teaching.	KNOWLEDGE6
7	helps students realize the purposes of studying English.	MOTIVATION1
8	has appropriate motivational methods.	MOTIVATION2
9	makes students feel that learning English is a joy rather than a responsibility.	MOTIVATION3
10	give constructive corrections rather than only criticism.	MOTIVATION4
11	is willing to spend time outside the classroom for students.	MOTIVATION5
12	is an inspiring teacher.	MOTIVATION6
13	is to be trusted by students sharing their life troubles.	QUALITIES1
14	has a unique style of dressing.	QUALITIES2
15	has a distinct personality.	QUALITIES3
16	has a pleasant voice.	QUALITIES4
17	speaks to students with respect.	QUALITIES5
18	has no generation gap.	QUALITIES6
19	is patient.	QUALITIES7
20	lives with moral standards.	QUALITIES8
21	In general, I consider knowledge and teaching skills are significant factors contributing to EFL teacher success.	PERCEPTION1
22	In general, I consider motivational factors from the teacher are significant factors contributing to EFL teacher success.	PERCEPTION2
23	In general, I consider teachers' qualities are significant factors contributing to EFL teacher success.	PERCEPTION3

The Cronbach's Alpha was calculated in this study to assess reliability. When the Cronbach Alpha coefficient is more significant than 0.6, observing variables with

an aggregate Item-Total Correlation of less than 0.3 is rejected. The scale ensures reliability (Nunnally & Burnstein, 1994). Cronbach's Alpha was used to test the observed variable's consistency in the dataset for each set of factors in the model to determine the correlation coefficient between the variables and the correlation between the total score and the variables. We only kept variables that strongly correlated with the total score and removed variables that did not ensure the scale's reliability.

a. Teachers' knowledge and English teaching skills

Table 4.12. Cronbach's Alpha – "teachers' knowledge and English teaching skills" independent variable

Cronbach's Alpha	N of Items
.869	6

Table 4.13. Reliability item-total statistics – "teachers' knowledge and English teaching skills" independent variable

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	KNOWLEDGE1	27.5727	7.935	.691	.843
2	KNOWLEDGE2	27.4727	8.215	.722	.838
3	KNOWLEDGE3	27.7091	8.282	.606	.858
4	KNOWLEDGE4	27.8273	7.630	.716	.838
5	KNOWLEDGE5	27.6182	7.963	.726	.836
6	KNOWLEDGE6	27.6182	8.972	.554	.865

For the first time diagnosing eight statements describing successful EFL teachers' knowledge and English teaching skills, Cronbach's alpha coefficient was very high (0.869). Moreover, observed variables in this component had a Corrected Item – Total Correlation greater than 0.3. KNOWLEDGE6 was the variable that had the highest Cronbach's Alpha if the item was deleted. Still, it was lower than Cronbach's Alpha (0.865>0.869). Therefore, the validity of the first group, including eight items related to teachers' knowledge and English teaching skills, was accepted.

b. Motivational factors from teachers

Table 4.14. Cronbach's Alpha – "Motivational factors from teachers" independent variable

Cronbach's Alpha	N of Items
.825	6

Table 4.15. Reliability item-total statistics – "motivational factors from teachers" independent variable

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	MOTIVATION1	27.3182	7.705	.666	.780
2	MOTIVATION2	27.2364	8.843	.589	.802
3	MOTIVATION3	27.3273	8.167	.627	.790
4	MOTIVATION4	27.6364	7.188	.642	.788
5	MOTIVATION5	27.6182	7.743	.565	.805
6	MOTIVATION6	27.3182	8.733	.514	.812

Cronbach's alpha coefficient of the group "Motivational Factors from Teachers" was 0.825. Also, the observed variables in this component had a Corrected Item – Total Correlation greater than 0.3; there was no Cronbach's Alpha if Item Deleted higher than alpha coefficient. So, this scale was acceptable.

c. Teachers' qualities

Table 4.16. Cronbach's Alpha – "teachers' qualities" independent variable

Cronbach's Alpha	N of Items
.917	8

Table 4.17. Reliability item-total statistics – "teachers' qualities" independent variable

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	QUALITIES1	37.0091	23.000	.665	.911
2	QUALITIES2	37.1636	21.074	.785	.901
3	QUALITIES3	37.3364	21.289	.705	.908
4	QUALITIES4	37.1909	20.358	.807	.899
5	QUALITIES5	36.8182	23.068	.734	.907
6	QUALITIES6	37.0909	21.331	.693	.909
7	QUALITIES7	36.8818	22.124	.742	.905

8	QUALITIES8	36.9909	21.477	.713	.907
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The QUALITIES group had the Cronbach's alpha coefficient at 0.917; moreover, the observed variables in this component had a Corrected Item – Total Correlation greater than 0.3, so this scale was also acceptable.

d. Students' perceptions of successful EFL teachers

Table 4.18. Cronbach's Alpha – "students' perceptions of successful EFL teacher" independent variable

Cronbach's Alpha	N of Items
.864	3

Table 4.19. Reliability item-total statistics – "students' perceptions of successful EFL teacher" independent variable

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
21	PERCEPTION1	8.6000	3.930	.707	.847
22	PERCEPTION2	9.6909	3.280	.733	.820
23	PERCEPTION3	9.2000	3.042	.805	.749

After individually testing each scale, a general Cronbach's alpha test of all independent variables was conducted to check the model's reliability.

Table 4.20. Cronbach's Alpha – all independent variables

Cronbach's Alpha	N of Items
.952	20

Table 4.21. Reliability item-total statistics – all independent variables

		Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1	KNOWLEDGE1	102.8182	116.847	.637	.950
2	KNOWLEDGE2	102.7182	117.103	.706	.950
3	KNOWLEDGE3	102.9545	116.668	.656	.950
4	KNOWLEDGE4	103.0727	114.582	.733	.949
5	KNOWLEDGE5	102.8636	115.825	.738	.949
6	KNOWLEDGE6	102.8636	119.201	.600	.951
7	MOTIVATION1	102.8364	115.404	.703	.949
8	MOTIVATION2	102.7545	119.214	.654	.950

9	MOTIVATION3	102.8455	118.389	.580	.951
10	MOTIVATION4	103.1545	113.049	.711	.949
11	MOTIVATION5	103.1364	115.312	.634	.951
12	MOTIVATION6	102.8364	118.780	.591	.951
13	QUALITIES1	103.0636	116.886	.682	.950
14	QUALITIES2	103.2182	113.181	.760	.949
15	QUALITIES3	103.3909	114.240	.659	.950
16	QUALITIES4	103.2455	111.251	.799	.948
17	QUALITIES5	102.8727	117.011	.747	.949
18	QUALITIES6	103.1455	113.355	.701	.950
19	QUALITIES7	102.9364	114.097	.809	.948
20	QUALITIES8	103.0455	113.273	.742	.949

The overall Cronbach's alpha coefficient was 0.952. All of the observed variables in this component had a Corrected Item – Total Correlation greater than 0.3, so this scale was acceptable.

4.2.2.3 Exploratory Factor Analysis (EFA)

The researcher believed that evaluating the reliability and value of the scale was necessary before evaluating scientific theory, so Cronbach's Alpha was used to assess the scale's reliability. On the other hand, the EFA method could be used to evaluate the scale's two most important values: convergence and discriminant.

The extraction method of Principal Components Analysis coupled with Varimax rotation is the most commonly used in factor analysis (Mayers, Gamst, and Guarino, 2016). Following Cronbach's alpha analysis, the PERCEPTION scale was measured by several observer variables for the scale's three independent variables. The factor analysis method assessed the degree of convergence of observable variables by components.

a. Independent Variables

The KMO (Kaiser-Meyer-Olkin) coefficient is a tool to determine the suitability of factor analysis. The value of KMO must be 0.5 or higher for the factor analysis to be appropriate (Hoang & Chu, 2008). If the value is less than 0.5, the factor analysis will likely be inapplicable to the research dataset.

Bartlett’s test of sphericity is a statistical measure used to examine hypotheses of unrelated variables in general. Using the EFA analysis results, the test is statistically significant if this test is less than or equal to 0.05 (Hoang & Chu, 2008). The observed variables must reflect different aspects of the same factor for factor analysis to be applied. This point concerns the convergence value in the EFA mentioned above. As a result, if the test results are not statistically significant, the factor analysis for the variables under consideration should be rejected.

Table 4.22. KMO and Bartlett’s Test – first analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.914
Bartlett’s Test of Sphericity	Approx. Chi-Square	1596.034
	df	190
	Sig.	.000

After KMO and Bartlett’s Test, we can see all of the above variables are correlated because Sig = 0.000. The KMO coefficient is $0.5 \leq 0.914 \leq 1$. Therefore, the EFA is appropriate.

Table 4.23. Total Variance Explained – first analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	10.636	53.180	53.180	10.636	53.180	53.180	4.434	22.171	22.171
2	1.289	6.443	59.623	1.289	6.443	59.623	4.417	22.085	44.257
3	1.216	6.082	65.705	1.216	6.082	65.705	4.290	21.448	65.705
4	.932	4.659	70.363						
5	.763	3.815	74.179						
6	.674	3.371	77.550						
7	.622	3.112	80.661						
8	.567	2.837	83.498						
9	.509	2.547	86.045						
10	.396	1.979	88.025						
11	.393	1.965	89.990						

12	.366	1.829	91.818
13	.324	1.618	93.436
14	.273	1.367	94.803
15	.246	1.229	96.032
16	.229	1.147	97.180
17	.170	.848	98.028
18	.157	.784	98.811
19	.140	.702	99.514
20	.097	.486	100.000

The Eigenvalue is a widespread criterion for determining the number of factors in an EFA analysis. The total deviation is greater than 50%, and the Eigenvalue is more significant than one; therefore, factor analysis results are accepted (Gerbing & Anderson, 1998).

The EFA analysis results showed that Eigenvalue = 1.216 > 1 represented the variation explained by each factor, which summarized the best information. However, this study's rotation sums of squared loadings (Cumulative percent) equaled 65.705 percent > 50%. Understandably, the observed variables explain 65.705% of the variation of the model, indicating that the EFA model was appropriate.

Factor Loading, also known as factor weighting, represents the relationship between the observed variable and the factor. The greater the loading factor, the stronger the relationship between the observation variable and the factor and vice versa. According to Hair, Black, Tatham, and Anderson (1998), if the Factor Loading > 0.3 is chosen, the sample size should be at least 350. To ensure the level of practical significance of EFA, Factor Loading is the norm (Hair, Black, Tatham & Anderson, 1998):

- Factor loading > 0.3 is considered to be the minimum.
- Factor loading > 0.4 is considered important.
- Factor loading > 0.5 is considered to be practical.

The factor of difference ensures factor distinction. For example, the loading of a factorial observation factor must be ≥ 0.5 . As a result, a variable load factor for both factors with a load factor difference of less than 0.5 is rejected (Jabnoun & Al-Tamimi, 2003). Therefore, only the independent factor loadings in Table 4.25 greater

than 0.5 were considered correlated. As the results show, some variables with a load factor less than 0.5 were removed, including MOTIVATION6, MOTIVATION4, and KNOWLEDGE3. In addition, the variables KNOWLEDGE5, QUALITIES2, QUALITIES6, and QUALITIES4 were also removed because the in the two groups' distribution factor difference in values was less than 0.3, not satisfying the condition.

Table 4.24. EFA Rotated Component Matrix ^a – first analysis

	Component		
	1	2	3
MOTIVATION1	.777		
MOTIVATION3	.775		
KNOWLEDGE5	.680	.534	
QUALITIES7	.636		
QUALITIES5	.573		
KNOWLEDGE6	.563		
MOTIVATION2	.528		
MOTIVATION6			
KNOWLEDGE1		.844	
KNOWLEDGE2		.708	
KNOWLEDGE4		.704	
QUALITIES2		.665	.595
QUALITIES8		.640	
MOTIVATIONS5			.816
QUALITIES1			.785
QUALITIES3			.663
QUALITIES6	.529		.601
QUALITIES4		.527	.562
MOTIVATION4			
KNOWLEDGE3			

Due to the appearance of inappropriate variables, after removing them, the researcher tested EFA for the second time.

Table 4.25. KMO and Bartlett's Test – second analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.911
Bartlett's Test of Sphericity	Approx. Chi-Square	843.732
	df	78
	Sig.	.000

The second KMO and Barlett's test result showed that all of the above variables were correlated because of Sig = 0.000. The KMO coefficient was $0.5 \leq 0.911 \leq 1$. In conclusion, the EFA was appropriate.

Table 4.26. Total Variance Explained – second analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.905	53.115	53.115	6.905	53.115	53.115	1	6.905	53.115
2	1.134	8.722	61.837	1.134	8.722	61.837	2	1.134	8.722
3	.973	7.485	69.322				3	.973	7.485
4	.780	6.004	75.326				4	.780	6.004
5	.587	4.513	79.839				5	.587	4.513
6	.542	4.171	84.009				6	.542	4.171
7	.438	3.370	87.379				7	.438	3.370
8	.387	2.975	90.354				8	.387	2.975
9	.308	2.370	92.724				9	.308	2.370
10	.279	2.146	94.870				10	.279	2.146
11	.256	1.971	96.841				11	.256	1.971
12	.221	1.698	98.540				12	.221	1.698
13	.190	1.460	100.000				13	.190	1.460

The EFA analysis results showed that Eigenvalue = 1.134 > 1 represented the variation explained by each factor, summarizing the best information. However, this study's rotation sums of squared loadings (Cumulative percent) equaled 61.837 percent > 50%. Understandably, the observed variables explained 61.837 % of the variation of the model, indicating that the EFA model was appropriate.

Table 4.27. EFA Rotated Component Matrix ^a – second analysis

	Component	
	1	2
KNOWLEDGE2	.841	
KNOWLEDGE1	.830	
KNOWLEDGE4	.730	
QUALITIES8	.682	

QUALITIES7	.665	.526
MOTIVATION1	.631	
MOTIVATION2	.608	
MOTIVATION5		.819
QUALITIES1		.768
QUALITIES3		.686
MOTIVATION3		.642
QUALITIES5		.618
KNOWLEDGE6		.541

At the second time running the EFA test, the number of components decreased to 2. Therefore, the rotated component matrix continued to remove the variable QUALITIES7 because it was rotating into two groups, and the difference between them was not enough to meet the requirements. Due to the appearance of inappropriate variables, after removing the QUALITIES7 variable, EFA was tested again for the third time.

Table 4.28. KMO and Bartlett's Test – third analysis

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.899
Bartlett's Test of Sphericity	Approx. Chi-Square	714.125
	df	66
	Sig.	.000

The third result of KMO and Bartlett's test showed that all of the above variables are correlated because Sig = 0.000. Besides, the KMO coefficient is $0.5 \leq 0.899 \leq 1$. Therefore, the EFA was appropriate.

Table 4.29. Total Variance Explained – third analysis

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.224	51.869	51.869	6.224	51.869	51.869	3.759	31.325	31.325
2	1.131	9.422	61.290	1.131	9.422	61.290	3.596	29.966	61.290
3	.962	8.015	69.306						
4	.780	6.503	75.809						

5	.586	4.879	80.689						
6	.456	3.799	84.488						
7	.438	3.650	88.137						
8	.382	3.186	91.323						
9	.305	2.544	93.867						
10	.267	2.223	96.091						
11	.250	2.081	98.172						
12	.219	1.828	100.000						

The EFA analysis results showed that Eigenvalue = 1.131 > 1 represented the variation explained by each factor, which summarized the best information. However, this study's rotation sums of squared loadings (Cumulative percent) = 61.290% > 50%. Understandably, the observed variables explained 61.290 % of the variation of the model, indicating that the EFA model was appropriate.

Table 4.30. EFA Rotated Component Matrix ^a – third time

	Component	
	1	2
KNOWLEDGE1	.845	
KNOWLEDGE2	.843	
KNOWLEDGE4	.734	
QUALITIES8	.673	
MOTIVATION2	.608	
MOTIVATION1	.602	
MOTIVATION5		.815
QUALITIES1		.769
QUALITIES3		.687
MOTIVATION3		.656
QUALITIES5		.626
KNOWLEDGE6		.551

All elements were eventually valid on the third test, and two components were collected. Then, two new groups of variables were formed, as shown in Table 4.31. These two groups were temporarily named A and B before looking into their characteristics to rename them. Group A and B were calculated with the following formula:

$$A = \text{Mean (KNOWLEDGE1, KNOWLEDGE2, KNOWLEDGE4, QUALITIES8, MOTIVATION2, MOTIVATION1)}$$

B = Mean (MOTIVATION5, QUALITIES1, QUALITIES3, MOTIVATION3, QUALITIES5, KNOWLEDGE6)

Hypothesis 1 (H1) assumed that factors that define successful EFL teachers belong to three groups: Teachers' knowledge and English Teaching Skills, Motivational Factors from teachers, and Teachers' qualities. It also proposed the high chance that the elements from the three groups have a harmonious and balanced ratio in terms of quantity. The EFA rotated component matrix results prove that H1 is acceptable. This is also proved by looking at the mean of all variables (Appendix 6).

b. Dependent Variables

Table 4.31. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.715
Bartlett's Test of Sphericity	Approx. Chi-Square	161.299
	df	3
	Sig.	.000

After running KMO and Bartlett's Test, it could be concluded that all of the above variables were correlated because of the Sig value = 0.000. Furthermore, the KMO coefficient was $0.5 \leq 0.715 \leq 1$. Therefore, the EFA was appropriate.

Table 4.32. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.369	78.950	78.950	2.369	78.950	78.950
2	.393	13.101	92.051			
3	.238	7.949	100.000			

The results of the EFA analysis showed that the Eigenvalue = 2.369 > 1 represented the variation explained by each factor. On the other hand, this research's rotation sums of squared loadings (Cumulative %) = 78.950% > 50%, so the EFA model was appropriate.

Table 4.33. EFA Rotated Component Matrix ^a

	Component
	1
PERCEPTION3	.920

PERCEPTION2	.879
PERCEPTION1	.866

A new group of variables was calculated with the following formula:

$$\text{PERCEPTION} = \text{Mean} (\text{PERCEPTION3}, \text{PERCEPTION2}, \text{PERCEPTION1})$$

4.2.2.4 Pearson Correlation Analysis (PCA)

The researcher used Pearson correlation analysis in this section to test the linear correlation between the dependent PERCEPTION and independent variables from the KMO and Barlett's test (A and B), with the condition for regression being the first to correlate. The symbol r represents Pearson Correlation. The first thing to look at was the value of Sig. If sig < 0.05, the correlation coefficient r was statistically significant. If Sig > 0.05, whether r was large or small, there was no relationship because there was no correlation between these two variables. The correlation coefficient became stronger when the Pearson correlation coefficient was more correlated. In conclusion, all independent variables have a linear correlation with the dependent variable.

Table 4.34. Correlations

		A	B	PERCEPTION
A	Pearson Correlation	1	.720**	.902**
	Sig. (2-tailed)		.000	.000
	N	110	110	110
B	Pearson Correlation	.720**	1	.861**
	Sig. (2-tailed)	.000		.000
	N	110	110	110
PERCEPTION	Pearson Correlation	.902**	.861**	1
	Sig. (2-tailed)	.000	.000	
	N	110	110	110

** . Correlation is significant at the 0.01 level (2-tailed).

4.2.2.5 Linear Regression Analysis

Table 4.35. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	

1	.952 ^a	.906	.904 (90.4%)	.18289	.906	516.967	2	107	.000	1.742
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a. Predictors: (Constant), B, A

b. Dependent Variable: PERCEPTION

Linear regression analysis for the quantitative study was essential because it helped determine which factor accounted for more or less of the change in the dependent variable to identify the most cost-effective and necessary solutions.

In Table 4.36, two values were entered: Adjusted R Square and Durbin-Watson. The adjusted R Square, also known as the squared R, reflected how independent variables influence the dependent variable. In this study, the Adjusted R Square was 0.904 = 90.4 percent. With this result, the conclusion was that the four independent variables introduced into the regression influence 90.4 percent of the variance of the remaining dependent variable.

Table 4.36. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.584	2	17.292	516.967	.000 ^b
	Residual	3.579	107	.033		
	Total	38.163	109			

a. Dependent Variable: PERCEPTION

b. Predictors: (Constant), B, A

After completing a linear regression model, the first step should be run to assess the model's suitability for the data set using the Adjusted R Square (or R Square), as explained in the Model Summary. Because it is impossible to survey the entire population, in most studies, only a small sample was chosen to conduct the investigation, inferring the general nature of the population. The F test in the ANOVA table determined whether the linear regression model was generalizable and applicable to the entire study. In this study, Table 4.37 showed that the value of the Sig. of F test was $0.000 < 0.005$, so the linear regression model was consistent with the overall and significant.

The researcher used a standardized regression equation combined with the Likert scale questionnaire and SPSS quantitative analysis on a research topic.

Standardized coefficients, also known as beta coefficients or beta weights, were the results of a regression analysis that had already been standardized. As a result, the variances of the dependent and independent variables were the same.

Standardized coefficients also showed how many standard deviations a dependent variable changed for every standard deviation increase in the predicted variable. Linear regression was the absolute value of the unstandardized regression coefficient, the same as the correlation between independent and dependent variables. The goal of coefficient standardization was to determine which independent variables influenced the dependent variable in multiple regression analysis when the variables were measured differently.

The advantage of using Standard coefficients was that they made comparisons easier because they did not consider the independent variable’s unit scale. However, standardization could be misunderstood. A standardized coefficient only kept independent variables that strongly correlate with distribution variation.

Table 4.37. Coefficients ^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1	(Constant)	-.209	.179		-1.165	.247		
	A	.582	.042	.585	13.718	.000	.882	1.074
	B	.463	.045	.440	10.323	.000	.882	1.074

a. Dependent Variable: PERCEPTION

The researcher used this formula for the normalized regression equation:

$$Y = B_1X_1 + B_2X_2 + B_3X_3 + B_nX_n$$

Y: Dependent variable

X: Independent variable

B: Beta Standardized

The regression coefficients in this formula indicated how each independent variable influenced the dependent variable. The standardized regression formula also showed which independent variables A or B had a solid and weak influence on the

dependent variable PERCEPTION, indicating that the coefficient was proportional to the importance of the dependent variable PERCEPTION.

The formula of standardized regression in this study was:

$$\text{PERCEPTION} = 0.585 * \text{A} + 0.440 * \text{B}$$

This formula showed that the A group's factors most affected non-English majored students' perceptions of successful EFL teachers. The second affected factor belonged to the B group.

The researcher then examined the sig value. If the sig value was less than or equal to 0.05, the independent variable was essential in the model; if the sig value was more significant than 0.05, the independent variable should be denied. No regression was performed because all variables in this study had sig 0.000.

The variance inflation factor (VIF) was then tested to see if it had multi-collinearity. According to many theories, multiple collinearities did not occur when a questionnaire had a Likert scale and the VIF value was less than 2. On the other hand, when VIF was greater than or equal to 2, there was a strong correlation between independent variables. Table 4.38 also showed that all VIF values are less than 2, indicating no multi-collinearity.

Table 4.389. Component Score Coefficient Matrix of EFA results

	Component		
	1	2	3
KNOWLEDGE1	.346	-.091	-.170
KNOWLEDGE2	.259	-.164	.002
KNOWLEDGE3	.025	.031	.038
KNOWLEDGE4	.213	.009	-.125
KNOWLEDGE5	.135	-.188	.157
KNOWLEDGE6	-.036	-.042	.167
MOTIVATION1	.009	-.173	.268
MOTIVATION2	.088	-.100	.106
MOTIVATION3	-.229	-.054	.376
MOTIVATION4	-.002	.072	.031
MOTIVATION5	-.196	.322	-.034
MOTIVATION6	-.061	.045	.103

QUALITIES1	-.101	.292	-.095
QUALITIES2	.163	.197	-.261
QUALITIES3	-.063	.236	-.080
QUALITIES4	.072	.140	-.104
QUALITIES5	-.034	.049	.092
QUALITIES6	-.176	.155	.124
QUALITIES7	.014	-.025	.125
QUALITIES8	.138	.081	-.119
PERCEPTION1	.201	-.147	.059
PERCEPTION2	-.114	.011	.223
PERCEPTION3	.035	.151	-.067

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

Principal Components Analysis produced the Component Score Coefficient Matrix as an output to show how saved components' variables be weight when computing. In some cases, the usage of this matrix is proposed as the basis for interpretation because of its weights used to calculate the factor scores. However, these are as they tell the unique contribution of each variable to the factor score. So, a set of strongly collinear variables are likely to have very low weights.

4.2.2.6 Hypothesis Testing

After analyzing data in the previous parts, we could see that the hypothesis H1 model shown in Table 4.39 were suitable and could be accepted. Also, the test of Homogeneity, ANOVA, and Welch results affirmed that hypothesis H1 could be accepted as well.

Table 4.390. Hypothesis testing

Hypothesis	Contents	Results
H1	According to non-English majored students, factors that define successful EFL teachers belong to three themes: “Teachers’ knowledge and English teaching skills,” “Motivational factors from teachers,” and “Teachers’ qualities.”	Accept
H2	There is no significant difference in the non-English majored students’ perception of successful EFL teachers of different genders and majors.	Accept

a. Gender

Table 4.401. Test of Homogeneity of Variances

PERCEPTION			
Levene Statistic	df1	df2	Sig.
1.115	1	108	.293 > 0.05

The test result of variance was homogenous, with sig.= 0.293 > 5%, thus concluding that there was no difference between groups, meeting the criteria for Anova analysis.

Hypothesize:

H_0 : “For different genders, there is no difference in the perception of successful EFL teachers.”

H_1 : “For different genders, there is a difference in the perception of successful EFL teachers.”

Table 4.412. ANOVA

PERCEPTION					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.007	1	.007	.020	.887 > 0.05
Within Groups	38.155	108	.353		
Total	38.163	109			

Acceptance test results are shown in Table 4.41. The coefficient sig equaled to 0.887 > 0.05; the H_0 was accepted. So, following the ANOVA test result, it could be concluded that there was no difference in the perception of successful EFL teachers between the two genders.

b. Major

Table 4.423. Test of Homogeneity of Variances

PERCEPTION			
Levene Statistic	df1	df2	Sig.
2.577	5	104	.031 < 0.05

The test result of variance was not homogenous, with sig.= 0.031 < 5%; thus, the assumption that “there were differences between groups” did not meet the criteria for Anova. Therefore, the Robust Test of Equality of Means was conducted.

Hypothesize:

H_0 : “For different majors, there is no difference in the perception of successful EFL teachers.”

H_1 : “For different majors, there is a difference in the perception of successful EFL teachers.”

Table 4.434. Robust Test of Equality of Means

PERCEPTION				
	Statistic ^a	df1	df2	Sig.
Welch	1.165	5	13.875	.374 >0.05

The value of coefficient sig = 0.374 > 0.05, therefore, H_0 was accepted. So, the data concluded that there was no difference in the perception of successful FFL teachers’ definitions between majors at UTH.

From the KMO and Barlett’s test analysis results, a successful EFL teacher’s description includes factors related to pedagogical knowledge, teaching skills, motivational strategies, and his or her unique characteristics. These exact items concluded from the EFA are shown in Table 4.44

Table 4.445. Results explanation of EFA results

	Explanation
A successful EFL teacher	
GROUP A	
KNOWLEDGE1	has in-depth knowledge.
KNOWLEDGE2	teaches lessons that students need for real-life situations.
KNOWLEDGE4	has a capability to use technology in the classroom.
QUALITIES8	lives with moral standards.
MOTIVATION2	has appropriate motivational methods.
MOTIVATION1	helps students realize the purposes of studying English.
GROUP B	
MOTIVATION5	is willing to spend time outside the classroom for students.
QUALITIES1	is to be trusted by students sharing their life troubles.
QUALITIES3	has a distinct personality.
MOTIVATION3	makes students feel that learning English is a joy rather than a responsibility.
QUALITIES5	speaks to students with respect.
KNOWLEDGE6	designs various activities while teaching.

4.2.2.7 Summary of key findings

The reliability test results for the six-factor scale had a coefficient greater than 0.6; therefore, no factors were eliminated. The EFA analysis of total factors with 20 observation variables was performed, and after three rounds of analysis, eight observation variables were removed because Linear Correlation was not satisfactory; only 12 remained. The coefficient of KMO, in the final analysis, was > 0.50 for sample compatibility, with Bartlett's test for $\text{sig} = 0.000 < 0.05$, indicating the significance of the test result. The total variance explained was 78.950%, greater than 50%. The linear regression model had an R squared correlation of 90.4%, and sig value < 0.05 indicated that the model's suitability was relatively high, and two factors explained 90.4% of the data variance. VIF coefficient was also less than two, so there is no multi-collinearity.

4.2. In-depth interview

EFA factor analysis aims to discover new factors and reduce the number of observed variables to a few representative factors. However, in some cases, the newly discovered factor is a collection of many observed variables in different factors, or a factor is split into many different factors. Therefore, the researcher needs to calibrate the model research hypothesis and name new factors before the subsequent analysis.

Applying EFA analysis to this study, the new factor includes the observed variable of three factors KNOWLEDGE, MOTIVATION, and QUALITIES. The number of observations of the three factors is not much different. The rotation matrix for the new factor consists of 2 groups, and each group has some factors from all KNOWLEDGE, MOTIVATION, and QUALITIES variables, not too deviating from one group. This result would be difficult to prioritize in naming new factors according to KNOWLEDGE, MOTIVATION, or QUALITIES groups. In this case, the researcher decided to find common ground in these observed variables and give a new name after that common point. Therefore, the two groups were temporarily named group A and group B.

At the same time, an in-depth interview was conducted with 12 participants who participated in the questionnaire survey. The in-depth interview was critical to understanding participants' further insights and opinions. The researcher believes that the in-depth interview results significantly impacted the final results and answered the second research question more deeply.

Experts in qualitative research usually avoid the issue of the number of interviews considered "enough" for an in-depth interview. Nevertheless, there is certainly variability in the suggested minimum number. For example, Creswell & Creswell (2018) concluded that it depends on the qualitative research approach: one or two interviewees for narrative, phenomenology includes about three to ten interviewees, and the grounded theory usually needs 20 to 30 participants. In this case, the number of interviewees was 12 instead of 10 because the researcher also interviewed some participants whose questionnaire answers were distinct. These 12 interviewees had 10 to 15 minutes to reflect on groups A and B's descriptions. The interview transcript was in Vietnamese, which was then translated into English.

Based on the Matrix Rotated's result, factors from group A were described in interview question 1, and factors concluded from group B were mentioned in interview question 2. There were three questions raised in the in-depth interview, which are

- Question 1: What is your opinion about this statement: "A successful EFL teacher must have in-depth pedagogical knowledge and, at the same time, show me the authentic purposes of studying English and teach me how to use English in real-life situations. Moreover, he or she must have appropriate motivational methods and live with moral standards. Finally, being able to use technology in the classroom is also very important."?
- Question 2: What is your opinion about this statement: "A successful EFL teacher must teach actively through various teaching activities in class. He or she must have a distinct personality and make students feel

that learning English is a joy rather than a responsibility. Moreover, he or she must be willing to spend time outside the classroom for students, be trusted by students sharing their life troubles, and speak to students with respect are really important."?

- Question 3: What do you prefer: a description of a successful teacher's factors in question 1 or 2?

The questions were raised using the modal verb "must" to assume and indicate the highest level of these factors, which implied that these factors are considered very important or necessary factors to build up a definition of successful teachers. Using this method, the researcher attracted participants' need to consent or debate this opinion and triggered their willingness to talk more but still get to the point.

4.2.1. Group A's analysis and discussion

Most participants agreed with the ideas of all factors of group A, which are "has in-depth knowledge," "teaches lessons that students need for real-life situations," "helps students realize the purposes of studying English," "has a capability to use technology in the classroom," "has appropriate motivational methods," and "lives with moral standards."

One participant agreed with the idea that having expert knowledge relating to English culture and subject is critical for teachers to be seen as successful one. Moreover, he also believed that "tech-savvy" teachers are better since implementing technology and games into boring lessons is a must (GROUPA/S2). Moreover, another helpful interview answer following S2 is:

I agree with the above opinion. From my point of view, as a successful English teacher, in-depth pedagogical knowledge is indispensable. Along with good pedagogical knowledge, teachers need to show learners the real purpose of learning English and apply to real-life situations to help improve communication reflexes rather than just study theory.

(GROUPA/S4)

Moreover, there is one valuable idea on teachers' ability to use modern technology in language teaching nowadays because interviewee S3 thinks that the basic level of technology is a must in this revolution era; however, he at the same time claimed that "...*but using technology to judge a successful English teacher is unnecessary.*"(GROUPA/S3)

Discussing the "lives with moral standards," most interviewees agree that it is crucial to define a successful teacher. The two explanations from participants S5 and S8 are reasonable and give EFL teachers insight into how their reputations and personal life experiences affect students' emotions and perceptions of successful EFL teachers' definitions. S5 explained the agreement by claiming that "*a teacher should be an example for me to follow, not only in the English class.*" (GROUPA/S5), which is exactly S8's thinking – "*I think good teachers should have good reputations; I don't want to be taught by the teachers that have too many scandals, drama, and rumors.*" (GROUPA/S8)

However, another perspective is worth concerning, which directly indicates that teachers' personal life may not play such an essential role as long as the process of in-class teaching run smoothly and students can convey the lessons the way they expected.

I disagree with the idea of living following social standards. For me, the teacher only has good knowledge, capable of teaching me to understand; the rest I don't care about the private life or the quality of that teacher.

(GROUPA/S6)

4.2.2. Group B's analysis and discussion

There were joint agreements on these factors of group B: "teach actively through various teaching activities in class," and "make students feel that learning English is a joy rather than a responsibility." Most participants claimed that these three elements enhanced their motivation to study English more effectively. Also, these were the strategies teachers should have to lessen their fears and burdens of

studying English since English was always considered their unimportant course at university.

Interviewee S1 admitted that he would *be “open to learning and absorb the knowledge that the teacher wants to convey”* better if *“English teachers connect and communicate more efficiently with students”* through many exciting tasks and techniques to make the lesson more enjoyable (GROUPB/S1). This opinion is similar to interviewee S4, who thought that *“Teacher will be the one who devotes a lot of enthusiasm to creating different activities in the classroom to create excitement for learners”* (GROUPB/S4). Besides, interviewee S7’s explanation of this issue is that *“a successful EFL teacher must teach actively through different teaching activities in the classroom because each student will have a different personality and confidence”* (GROUPB/S7)

With the idea that successful teachers also need to spend time besides the actual teaching schedule for students’ needs, there were three distinct opinions and discussions. Some participants (S2, S3, S8, S12) considered this factor extremely important to increase teachers' and students' connections and necessary conditions to support students' in-class study. First, S2 believed successful teachers could be easily distinguished from “just a normal teacher” by spending their time outside the classroom since *“some students are afraid to ask questions in class and need support during self-study time.”* Second, interviewee S2 believes that it should be considered *“one of the motivational strategies that help students have the motivation to study English”* (GROUPB/S2). Finally, S8 strongly confirmed this trait by saying, *“spending time outside school hours also affects a student's learning”* (GROUPB/S8). He clarified that the more students are interested and understood by their teachers, the more students’ psychology changes, which has impacted their willingness to study that teacher's subject more.

On the contrary, some participants thought that everything should be done inside the classroom, and it is not the teachers’ responsibility to any problems outside the classroom. These opposing ideas were from interviewees S6 and S11. They

shared similar ideas that *“to be a successful teacher, just provide enough knowledge for students to absorb and practice well is enough”* (GROUPB/S6); moreover, spending outside-the-classroom time *“depends on the teacher's mental health and work-life balance ability”* (GROUPB/S11).

In conclusion, both considered whether teachers decide to spend their amount of time supporting students outside the classroom or not is a plus but not necessarily a "must" because *“teachers are also human and need to rest and restore physical and mental energy for themselves outside of the teaching time.”* (GROUPB/S11).

Another great perspective on this idea is that students prefer adding the “teachers’ outside the classroom support” factor to the description of a successful teacher, but not too demanding. Interviewee S5 also raised the opinion that without teachers’ contact after class, students can self-study or spend time with their friends, strengthening their soft skills and helping them get closer to their peers. Finally, interviewee S7 sympathized with teachers by saying that teachers should spend their spare time only since they are human beings who are *“busy with household chores, advanced studies, et cetera”* (GROUPB/S7).

The last factor mentioned how teachers talk to students raised two opposing ideas. First, some interviewees agreed that the more respectful the teachers talked to them, the more relaxed and willing to study. For example, interviewee S3 claimed, *“I also like the teacher who speaks to me respectfully because I do not like being forced to do anything.”* (GROUPB/S3). This idea is related to interviewee S6’s belief that an inspirational teacher is someone who has appropriate motivational methods and gives constructive feedback rather than criticism, which genuinely helps students improve English skills without getting discouraged and giving up.

Nevertheless, others claimed that it was not a problem for them to receive criticized words from teachers because they believe that these harsh words help them realize their weaknesses and try harder next time, such as the idiom “no pain, no gain.” Interviewee S5 stated, *“I believe in some cases - criticizing instead of speaking gently and respectfully to students is a way to motivate others, although negative.”*

(GROUPB/S5). Additionally, both interviewees S8 and S9 agreed on was that teachers' and students' way of expressing themselves should be described by the word "politeness" instead of "respect" (GROUPB/S9).

In conclusion, interviewee S4 concluded that *"I think the combination of factors in questions 1 and 2 reflects the best EFL teachers."* Interviewee S4's point of view was also harmonious with the ideas of interviewee S12, which strengthened the results from the previous quantitative stage

I feel that a teacher who is trusted, patient enough to listen to students, skillful enough to arrange a time besides teaching hours, still has enough time for lessons' preparation using many different activities, considers students as friends and respects them, is completely an ideal model of successful EFL teacher. If we combine these factors with excellent pedagogical knowledge, great motivation strategies, and living according to the moral standards in question 1, that teacher must be awarded the perfect teacher ever. It sounds like I'm describing superheroes, but I actually had a chance to study with such a great teacher who has all the elements described in questions 1 and 2; she is even so cute and has an attractive voice. Therefore, I don't think these conditions are far-fetched when I mention the definition of successful EFL teachers.

(GROUPB/S12)

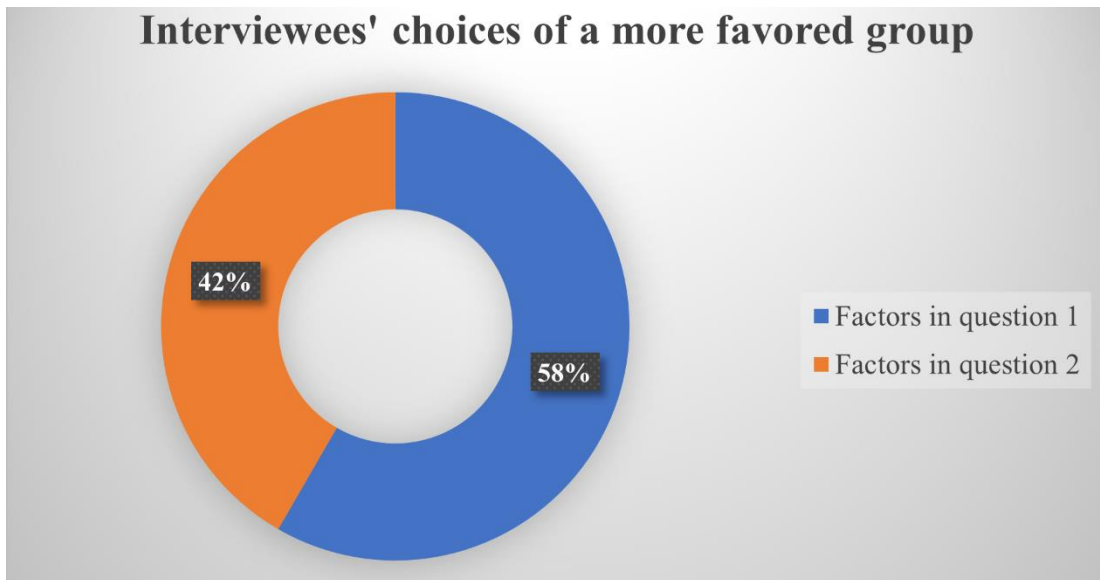
This result is in accordance with many previous studies results that indicated that teachers' role and influence are substantial in boosting university students to study a second or foreign language besides some other several factors such as classroom atmosphere and assessment (Ghenghesh, 2010; Matsumoto, 2009; Yeung, Lau, & Nie, 2011). Eventually, this study result is not only in line with the motivational teaching practice (MTP) of Dornyei (2001) but also gives a deeper analysis of his developed motivational strategies "appropriate teacher behaviors" in "creating the basic motivational conditions" phase of his MTP circular system (Dornyei, 2001).

4.2.3. The regression formula checking

The third question of the in-depth interview was also asked to recheck the finalized and standardized formula of regression in this study ($PERCEPTION = 0.585*A + 0.440*B$), which showed that the A group's factors most affected students' perceptions of successful EFL teachers compared to the B group. Finally, the question "What do you prefer: description of a successful teacher's factors in question 1 or 2?" asked interviewees to choose their preferred group.

Finally, the statistic of the third question answered the second research question and strongly confirmed the formula as presented in Figure 4.1.

Figure 4.1. Interviewee's choices of a more favored group



CHAPTER 5: CONCLUSION

5.1. Summary of the key findings

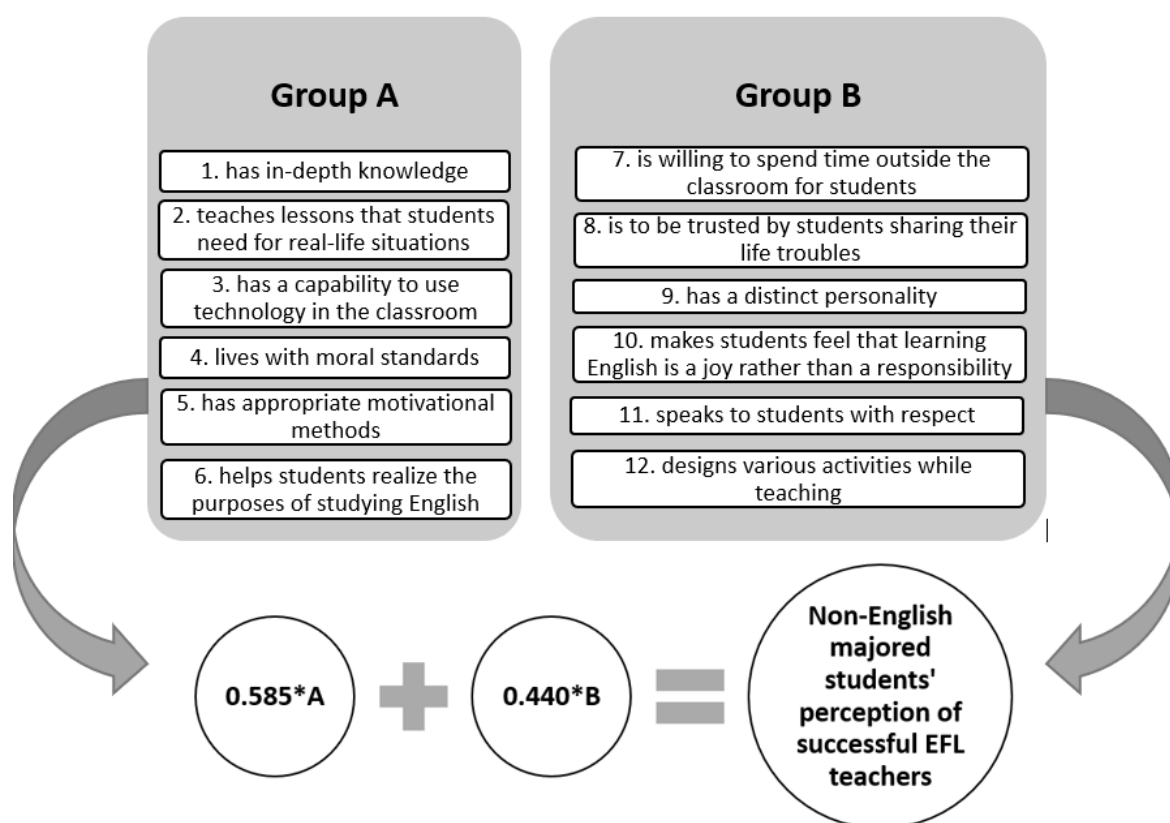
The study sought to examine the non-English majored students' perspectives of successful EFL teachers' definitions. For this aim, two primary research questions were posited: "What factors do successful EFL teachers have according to UTH non-English majored students' perceptions?" and "How strong are teachers' factors variables in predicting successful EFL teachers' definition perceived by non-English majored students?" To get a clear picture of successful EFL teachers, the researcher conducted the mixed exploratory method by conducting the preliminary pilot interview, examining the quantitative questionnaire, and performing the qualitative in-depth interviews.

The results demonstrated that 20 critical ingredients for EFL teacher success belong to the three groups, which are named (1) Teachers' Knowledge And English Teaching Skills, (2) Motivational Factors From Teachers, and (3) Teachers' Qualities. Also, after the EFA running, the component rotated matrix finally concluded with 12 elements divided into two groups, A and B, answering two primary research questions and validating this study's two hypotheses. Eventually, an in-depth interview consolidated the quantitative results and rechecked the standardized regression formula in this study: $(PERCEPTION = 0.585*A + 0.440*B)$.

This study found that successful teachers undoubtedly need pedagogical knowledge, flexible teaching methodology, and appropriate motivational methods. This study's results showed that teachers' knowledge and English teaching skills are the most crucial factors in identifying successful teachers. Moreover, this study's results concluded that motivational strategies also play an indispensable role in building up successful EFL teachers and, as a result, promoting university students' motivation to learn English courses. In addition, the importance of teachers' giving a clear purpose of studying English and actively teaching using appropriate methodology and a variety of activities were also emphasized.

From the study results, non-English majored students pointed out the top 12 traits of successful EFL teachers, which are harmonized with the formula concluded from the study ($PERCEPTION = 0.585*A + 0.440*B$), and shown in figure 5.1. It is also noted that all the traits in each group, A or B, are listed in rank.

Figure 5.3. Top 12 characteristics describing successful EFL teachers from non-English majored students' perceptions



On the other hand, minor disagreements over the importance of technology know-how, talking to students respectfully, and how much time outside of class is spent with students and for whatever purpose were disputed. Finally, whether or not successful teachers need to live up to social standards is still a factor worth considering and investigating more, even if there are only a few conflicting opinions.

5.2. Implications for EFL teachers' development and evaluation

This study has implications for EFL teachers, EFL teachers-to-be, and school board managers.

5.2.1. Implications for EFL teachers and EFL teachers-to-be

EFL teachers are advised to be well aware of their roles since they significantly impact students' motivation to study English. Therefore, they need to create a supportive classroom atmosphere and have fair assessments of students' performance. In addition, to build rapport between teachers and students, teachers should approach students outside of the class (in their office or anywhere outside of the class, for example).

Next, EFL teachers-to-be should be familiarized with the Motivation Inventory by Dornyei (2001) to identify the essential motivational factors influencing their teaching career in general and their success in English teaching in particular.

Finally, teachers should see the importance of consultation sessions offered to students outside of classrooms when needed because when these consultation sessions occur outside of the classroom (a formal learning context), students are likely to feel more relaxed in a more informal context and then willing to share their concerns with teachers. Furthermore, being immediately informed of what makes students concerned or worried, teachers can do the following: adjust their teaching methodology, revise their lesson plans, apply appropriate teaching techniques, etc.

5.2.2. Implications for school board managers

Surprisingly, it can be concluded from this study's results that spending time outside the classroom for students is undeniably perceived as a somewhat necessary factor that successful EFL teachers should have. However, teachers' devoted time to students' problems outside the class is usually unpaid and underestimated by the school board managers. The school executives should notice that aside from teaching hours, teachers have to meet with students outside of classrooms, so in order to encourage this practice, the time teachers spend meeting up with students should be paid.

Moreover, a consultation office should be available for students to go there and share their concerns and worries during their studies. Therefore, a comfortable consultation office with trained education consultants or teachers should be founded

and critically treated as a motivational factor to promote students' willingness to study.

5.3. Limitations and further research

Undoubtedly, this study has several limitations. The first limitation is the topic's boundary since it is only restricted to non-English majored students. Therefore, it would be exceptional to execute this topic on a larger scale for non-English and English-majored students. Besides, this topic could be examined in depth by considering students' perceptions and their emotions and effects while studying with successful EFL teachers for a more solid base to support this study.

Although the study had a wide and targeted enough sample size, there was an uneven distribution across class levels, among genders and majors, which is the study's second limitation. First, due to the researcher's convenience, this study focused on third-year students as the main participants. However, there are significant differences in motivation for newcomers or sophomore students compared to junior/senior students' learning attitudes toward the English subject (Bessette, 2016; Dakeev et al., 2015; Horyna, 2011). Therefore, the main examination subjects should have been UTH students from the first year to the fourth year to understand students' different perceptions of successful EFL teachers depending on different levels of motivation to study English.

Finally, the matter of variation is another limitation of this study. UTH is the only research site on this topic; nevertheless, more universities, colleges, and vocational schools share the same characteristics as UTH. Therefore, this study's validity would be more concrete when at least one more different university, college, or vocational school is being compared. Hence, it would be better to expand the research site for more helpful research directions to gain impressive and compelling results, if any.

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APPENDICES

Appendix 1: Definition of successful EFL teachers questionnaire for pilot testing

DEFINITION OF SUCCESSFUL EFL TEACHERS

This questionnaire aims to investigate the qualities of a successful English as a foreign language (EFL) teacher from the perspectives of non-English majored students at Ho Chi Minh City University of Transport (UT-HCMC). Therefore, we would like to ask you to help me by answering the following questions concerning your views on the qualities of a successful ESL teacher.

This survey is conducted by the researcher Nguyen Thu Huyen as a crucial medium for her Master of Arts in Applied Linguistics thesis. Therefore, your opinion is valuable. Since this questionnaire is not a test, there are no "right" or "wrong" responses. Consequently, I appreciate your sincere answers because they will guarantee the research's success. Moreover, your answers to any questions and personal information will be confidential. Thank you very much for your help.

PART I: DEMOGRAPHICS

Name: Date of Birth: Sex: Male / Female

Mobile phone number:

Email address:

PART II

Following are several statements that some people agree with while others disagree. Please read them carefully and select the response that best represents your opinion by putting an "X" in place that indicates your level of Agreement or Disagreement for each statement.

If you think the statement is true with no doubt, you can put an "X" in the first column name "Strongly Agree."

A successful EFL language teacher

		Strongly Agree	Agree	Partly Agree	Slightly Disagree	Disagree	Strongly Disagree
1	has in-depth knowledge.						
2	teaches lessons that students need						

	for real-life situations.						
3	delivers comprehensible lessons to students.						
4	can teach students of different levels.						
5	has a capability to use technology in the classroom.						
6	gives students opportunities to use English in the classroom.						
7	has an ability to control the class.						
8	increases students' autonomy to study English.						
9	teaches using various activities.						
10	helps students realize the purposes of studying English.						
11	has appropriate teaching methods.						
12	makes students feel that learning English is a joy rather than a responsibility.						
13	give constructive corrections rather than only criticism.						
14	is willing to spend time outside the classroom to listen						

	to students' sharing.						
15	has a passion for teaching.						
16	is an inspiring teacher.						
17	is to be trusted by students sharing their life troubles.						
18	has a unique style of dressing.						
19	has a distinct personality.						
20	has a pleasant voice.						
21	speaks to students with respect.						
22	has a unique conversation style, arousing students' eagerness to study English.						
23	has no generation gap.						
24	is patient.						
25	has integrity in academia.						
26	lives with moral standards.						

Please fill in the provided blank space if you have additional comments to add to the above statements.

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Should you wish to contact the researcher during the research process, please feel free to reach the researcher through the following email address: phalelily@gmail.com. Once again, thank you for your participation.

Appendix 2: Definition of successful EFL teachers questionnaire for pilot testing – Vietnamese

KHẢO SÁT ĐỊNH NGHĨA GIÁO VIÊN TIẾNG ANH THÀNH CÔNG

Bảng câu hỏi này được tạo ra nhằm mục đích tìm hiểu và khảo sát về những tố chất góp phần tạo nên một giáo viên giảng dạy Tiếng Anh thành công từ góc nhìn của các bạn sinh viên thuộc khối tiếng Anh không chuyên tại trường Đại học Giao Thông Vận Tải Thành phố Hồ Chí Minh (UT-HCMC). Theo đó, chúng tôi muốn nhờ các bạn trả lời các câu hỏi trong bảng câu hỏi này nhằm tìm hiểu quan điểm của các bạn về những phẩm chất cần có của một giáo viên dạy Tiếng Anh thành công.

Cuộc khảo sát này được tiến hành bởi nghiên cứu sinh Nguyễn Thu Huyền nhằm phục vụ mục đích nghiên cứu cho luận văn thạc sĩ Ngôn Ngữ Học Ứng Dụng. Chính vì vậy, mọi ý kiến của các bạn đều rất quan trọng và quý giá. Thêm nữa, vì đây không phải là một bài kiểm tra đánh giá trình độ hoặc năng lực của người tham gia khảo sát, nên không có câu trả lời nào là ‘đúng’ hoặc ‘sai’ cho các câu hỏi trong bài khảo sát này.

Ngoài ra, mọi thông tin chi tiết liên quan đến câu trả lời hoặc thông tin cá nhân của người tham gia khảo sát này sẽ được bảo mật một cách cẩn trọng và không được truyền ra ngoài. Vì thế, tôi vô cùng trân quý và mong mỗi nhận được những ý kiến chân thành từ phía các bạn, vì chúng sẽ góp phần tạo nên sự thành công cho bài nghiên cứu này.

Xin chân thành cảm ơn sự đóng góp và hỗ trợ của các bạn.

PHẦN 1: Thông tin chung

Họ và tên : Ngày tháng năm sinh: Giới tính: Nam / Nữ

Số điện thoại liên hệ:

Địa chỉ email liên hệ:

PHẦN 2

Dưới đây là những ý kiến khác nhau về một người giáo viên dạy Tiếng Anh thành công mà có người đồng ý, có người không. Vui lòng đọc kỹ những ý kiến này và chọn ra câu trả lời phù hợp nhất với góc nhìn của bạn bằng cách đánh dấu chọn ô biểu thị mức độ đồng ý hoặc không đồng ý theo ý kiến của bạn cho từng ý kiến.

Một giáo viên dạy tiếng Anh thành công

		Hoàn toàn không đồng ý	Không đồng ý	Có phần không đồng ý	Có phần đồng ý	Đồng ý	Hoàn toàn đồng ý
1	có kiến thức chuyên môn sâu.						

2	dạy cho sinh viên những bài học có thể ứng dụng trong những tình huống thực tiễn.						
3	dạy dễ hiểu.						
4	có thể giảng dạy cho sinh viên thuộc mọi cấp độ khác nhau.						
5	có khả năng ứng dụng công nghệ thông tin trong lớp học.						
6	tạo nhiều cơ hội cho sinh viên dùng tiếng Anh trong lớp.						
7	có khả năng quản lý lớp học.						
8	biết cách khuyến khích tinh thần tự học tiếng Anh của sinh viên.						
9	thiết kế nhiều hoạt động đa dạng trong lớp học.						
10	giúp sinh viên nhận ra mục đích của việc học Tiếng Anh.						
11	có phương pháp giảng dạy tiếng Anh phù hợp.						
12	giúp sinh viên cảm thấy việc học tiếng Anh là một niềm vui hơn là một nghĩa vụ.						
13	đưa ra những nhận xét có tính chất xây dựng hơn là chỉ phê bình.						
14	sẵn sàng lắng nghe sinh viên tâm sự và chia sẻ những trải nghiệm cũng như góc nhìn của họ về đời sống ở bên ngoài lớp học.						
15	dạy học một cách đam mê.						
16	là một giáo viên truyền cảm hứng.						
17	được sinh viên tin tưởng đủ để chia sẻ về những khó khăn trong cuộc sống.						
18	có tác phong ăn mặc phù hợp.						
19	có tính cách độc đáo (cá tính riêng).						

20	có giọng nói dịu dàng (dễ chịu).						
21	nói chuyện với sinh viên một cách tôn trọng.						
22	có cách nói chuyện độc nhất, khơi gợi sự hứng thú học tập môn tiếng Anh ở sinh viên.						
23	không có khoảng cách thế hệ.						
24	kiên nhẫn.						
25	là một người liêm chính trong môi trường học thuật.						
26	sống đúng theo chuẩn mực xã hội						

Vui lòng điền vào ô trống nếu bạn có những ý kiến gì thêm về ngoài những ý kiến đã được nêu ở trên

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Nếu có nhu cầu liên lạc thêm với người nghiên cứu trong suốt quá trình cuộc nghiên cứu này diễn ra, hãy liên lạc với địa chỉ email: phalelily@gmail.com hoặc số điện thoại 0918 460 116. Một lần nữa, cảm ơn bạn vì đã dành thời gian và công sức để hoàn thành bảng câu hỏi khảo sát này.

Appendix 3: Definition of successful EFL teachers questionnaire for the quantitative research phase

DEFINITION OF SUCCESSFUL EFL TEACHERS

This questionnaire aims to investigate the qualities of a successful English as a foreign language (EFL) teacher from the perspectives of non-English majored students at Ho Chi Minh City University of Transport (UT-HCMC). Therefore, we would like to ask you to help me by answering the following questions concerning your views on the qualities of a successful ESL teacher.

This survey is conducted by the researcher Nguyen Thu Huyen as a crucial medium for her Master of Arts in Applied Linguistics thesis. Therefore, your opinion is valuable. Since this questionnaire is not a test, there are no "right" or "wrong" responses. Consequently, I appreciate your sincere answers because they will guarantee the research's success. Moreover, your answers to any questions and personal information will be confidential.

Thank you very much for your help.

PART I: DEMOGRAPHICS

Name: Gender: Male Female Major:
 Mobile phone number:
 Email address:

PART II

Following are several statements that some people agree with while others disagree. Please read them carefully and select the response that best represents your opinion by putting an "X" in place that indicates your level of Agreement or Disagreement for each statement.

If you think the statement is true with no doubt, you can put an "X" in the first column name "Strongly Agree."

A successful EFL language teacher

		Strongly Disagree	Disagree	Partly Disagree	Partly Agree	Agree	Strongly Agree
1	has in-depth knowledge.						
2	teaches lessons that students need for real-life situations.						
3	can teach students of different levels.						

4	has a capability to use technology in the classroom.						
5	gives students opportunities to use English in the classroom.						
6	teaches using various activities.						
7	helps students realize the purposes of studying English.						
8	has appropriate motivational methods.						
9	makes students feel that learning English is a joy rather than a responsibility.						
10	give constructive corrections rather than only criticism.						
11	is willing to spend time for students outside the classroom.						
12	is an inspiring teacher.						
13	is to be trusted by students sharing their life troubles.						
14	has a unique style of dressing.						
15	has a distinct personality.						
16	has a pleasant voice.						
17	speaks to students with respect.						
18	has no generation gap.						
19	is patient.						
20	lives with moral standards.						

In general, I consider

		Strongly Disagree	Disagree	Partly Disagree	Partly Agree	Agree	Strongly Agree
1	knowledge and teaching skills are the significant factors contributing to EFL teacher success.						
2	motivational factors from the teacher are the significant factors contributing to EFL teacher success.						
3	teacher's qualities are the significant factors contributing to EFL teacher success.						

Please fill in the provided blank space if you have additional comments to add to the above statements. Your further comments:

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Should you wish to contact the researcher during the research process, please feel free to reach the researcher through the following email address: phalelily@gmail.com. Once again, thank you for your participation.

Appendix 4: Definition of successful EFL teachers questionnaire for the quantitative research phase

KHẢO SÁT ĐỊNH NGHĨA GIÁO VIÊN TIẾNG ANH THÀNH CÔNG

Bảng câu hỏi này được tạo ra nhằm mục đích tìm hiểu và khảo sát về những tố chất góp phần tạo nên một giáo viên giảng dạy Tiếng Anh thành công từ góc nhìn của các bạn sinh viên thuộc khối tiếng Anh không chuyên tại trường Đại học Giao Thông Vận Tải Thành phố Hồ Chí Minh (UT-HCMC). Theo đó, chúng tôi muốn nhờ các bạn trả lời các câu hỏi trong bảng câu hỏi này nhằm tìm hiểu quan điểm của các bạn về những phẩm chất cần có của một giáo viên dạy Tiếng Anh thành công.

Cuộc khảo sát này được tiến hành bởi nghiên cứu sinh Nguyễn Thu Huyền nhằm phục vụ mục đích nghiên cứu cho luận văn thạc sĩ Ngôn Ngữ Học Ứng Dụng. Chính vì vậy, mọi ý kiến của các bạn đều rất quan trọng và quý giá. Thêm nữa, vì đây không phải là một bài kiểm tra đánh giá trình độ hoặc năng lực của người tham gia khảo sát, nên không có câu trả lời nào là ‘đúng’ hoặc ‘sai’ cho các câu hỏi trong bài khảo sát này.

Ngoài ra, mọi thông tin chi tiết liên quan đến câu trả lời hoặc thông tin cá nhân của người tham gia khảo sát này sẽ được bảo mật một cách cẩn trọng và không được truyền ra ngoài. Vì thế, tôi vô cùng trân quý và mong mỗi nhận được những ý kiến chân thành từ phía các bạn, vì chúng sẽ góp phần tạo nên sự thành công cho bài nghiên cứu này.

Xin chân thành cảm ơn sự đóng góp và hỗ trợ của các bạn.

PHẦN 1: Thông tin chung

Họ và tên : Giới tính: Nam / Nữ Ngành:

Số điện thoại liên hệ:

Địa chỉ email liên hệ:

PHẦN 2

Dưới đây là những ý kiến khác nhau về một người giáo viên dạy Tiếng Anh thành công mà có người đồng ý, có người không. Vui lòng đọc kỹ những ý kiến này và chọn ra câu trả lời phù hợp nhất với góc nhìn của bạn bằng cách đánh dấu chọn ô biểu thị mức độ đồng ý hoặc không đồng ý theo ý kiến của bạn cho từng ý kiến.

Một giáo viên dạy tiếng Anh thành công

		Hoàn toàn không đồng ý	Không đồng ý	Có phần không đồng ý	Có phần đồng ý	Đồng ý	Hoàn toàn đồng ý
1	có kiến thức chuyên môn sâu.						

2	dạy cho sinh viên những bài học có thể ứng dụng trong những tình huống thực tiễn.						
3	có thể giảng dạy cho sinh viên thuộc mọi cấp độ khác nhau.						
4	có khả năng ứng dụng công nghệ thông tin trong lớp học.						
5	tạo nhiều cơ hội cho sinh viên dùng tiếng Anh trong lớp.						
6	thiết kế nhiều hoạt động đa dạng trong lớp học.						
7	giúp sinh viên nhận ra mục đích của việc học Tiếng Anh.						
8	Có những phương pháp động viên phù hợp trong quá trình dạy.						
9	giúp sinh viên cảm thấy việc học tiếng Anh là một niềm vui hơn là một nghĩa vụ.						
10	đưa ra những nhận xét có tính chất xây dựng hơn là chỉ phê bình.						
11	dành thời gian cho sinh viên ngoài thời gian trên lớp.						
12	là một giáo viên truyền cảm hứng.						
13	được sinh viên tin tưởng đủ để chia sẻ về những khó khăn trong cuộc sống.						
14	có phong cách ăn mặc riêng.						
15	có tính cách độc đáo.						
16	có giọng nói dịu dàng.						
17	nói chuyện với sinh viên một cách tôn trọng.						
18	không có khoảng cách thế hệ						
19	kiên nhẫn.						
20	sống đúng theo chuẩn mực xã hội						

Nhìn chung, tôi đánh giá

		Hoàn toàn không đồng ý	Không đồng ý	Có phần không đồng ý	Có phần đồng ý	Đồng ý	Hoàn toàn đồng ý
1	kiến thức và kỹ năng giảng dạy là những yếu tố quan trọng góp phần vào sự thành công của giáo viên tiếng Anh.						
2	các yếu tố động viên từ giáo viên là những yếu tố quan trọng góp phần vào thành công của giáo viên tiếng Anh.						
3	phẩm chất của giáo viên là những yếu tố quan trọng góp phần vào sự thành công của giáo viên tiếng Anh.						

Vui lòng điền vào ô trống nếu bạn có những ý kiến gì thêm về ngoài những ý kiến đã được nêu ở trên

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Nếu muốn liên lạc thêm với người nghiên cứu trong suốt quá trình cuộc nghiên cứu này diễn ra, hãy liên lạc với địa chỉ email: phalelily@gmail.com hoặc số điện thoại 0918 460 116. Một lần nữa, cảm ơn bạn vì đã dành thời gian và công sức để hoàn thành bảng câu hỏi khảo sát này.

Appendix 5: Preliminary Pilot Study Interview Transcriptions

	Interview Transcription (originally in Vietnamese)	Interview Transcription (translated into English)	Data Reduction	Coding
P1	<p>Ấn tượng đầu tiên của tôi mất dần đi khi tôi nghe một giáo viên nói với một giọng nói khàn khàn hoặc quá đáng sợ. Tôi biết điều đó có từ khi sinh ra và điều đó không thể thay đổi nhưng tôi thực sự mong chờ một giọng hát dễ chịu. Ngoài ra, tôi thực sự hy vọng rằng nhiều hoạt động khác nhau được tổ chức, không chỉ là đọc sách giáo khoa và thế là xong! Theo tôi, một giáo viên EFL thành công sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe chia sẻ của học sinh và họ cũng rất kiên nhẫn. Tôi nghĩ rằng một giáo viên EFL thành công đưa ra những sửa chữa mang tính xây dựng hơn là chỉ phê bình, tôi thích chuyện họ có kiến thức chuyên sâu nhưng tôi không muốn bị la mắng vì tôi không giỏi. Những gì họ dạy phải cần thiết cho các tình huống thực tế. Họ có sẵn cho các cấp độ khác nhau của các lớp học, truyền cảm hứng và đáng tin cậy để sinh viên chia sẻ những khó khăn trong cuộc sống của họ. Tôi nghĩ rằng một giáo viên EFL thành công có khả năng sử dụng công nghệ trong lớp học. Tôi nghĩ rằng các giáo viên EFL thành công</p>	<p>My first impression fades away when I hear a teacher speaks with either a squeaky or too intimidating voice. I know that it is from birth and is not changeable, but I really look forward to a pleasant voice. Apart from that, I really hope that various activities are organized, not just reading from the textbook, and that's it! In my opinion, a successful EFL teacher is willing to spend time outside the classroom to listen to students' sharing, and they are patient as well. I think a successful EFL teacher gives constructive corrections rather than only criticism, I love that they have in-depth knowledge, but I do not want to be yelled at because I'm not good. What they teach has to be needed for real-life situations. They are available for different levels of classes, inspiring, and are to be trusted by students sharing their life troubles. I think a successful EFL teacher has the capability to use technology in the classroom. I think successful EFL teachers have appropriate</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, is patient, gives constructive corrections rather than only criticism, has in-depth knowledge, delivers practical lessons, teaches students of various levels, inspires students, can be confided in, has a pleasant voice, can use technology in-class, motivates students properly, live with moral standards</p>	<p>1, 3, 5, 7, 8, 9, 12, 13, 15, 17, 19, 21, 24</p>

	có các phương pháp tạo động lực thích hợp và họ phải sống với các tiêu chuẩn đạo đức	motivational methods, and they are supposed to live with moral standards		
P 2	Điều trước nhất, một giáo viên tiếng Anh thành công theo em là người có cách nói chuyện độc đáo, thu hút, dễ tạo chú ý với học sinh, và biết truyền cảm hứng. Họ phải là người thúc đẩy tính tự học của học sinh và giảng bài dễ hiểu. Em nghĩ họ đều đầy phẩm hạnh, kiên nhẫn, và yêu nghề. Giáo viên tiếng Anh thành công phải là người tạo được nhiều hoạt động lớp học. Có lẽ em hơi ích kỷ xíu khi đòi hỏi hơi quá khi định nghĩa một giáo viên tiếng Anh thành công là như thế nào, nhưng thật lòng mà nói em mong rằng họ có thể lắng nghe em chia sẻ câu chuyện của mình mà không phán xét gì, ngoài giờ học.	First and foremost, I think that a successful EFL teacher must have something unique in their style of talking that draws students' attention and inspires them. They increase students' autonomy and have lessons that are easy to be understood. I think they all have standards of morality, are patient, and have a desire to teach. There should be numerous activities in class. Perhaps I'm quite selfish to ask for so much from a successful teacher, but I sincerely hope that they also listen to my stories and give advice without judgment, after class-time, of course.	uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, is patient, is passionate for teaching, delivers easy-to-understand lessons, inspires students, draws students' attention by unique conversation style, speaks to students with respect, motivates students properly, live with moral standards	1, 2, 3, 5, 6, 11, 13, 16, 18, 21, 24
3	Đối với em, một giáo viên tiếng Anh thành công, điều tiên quyết, là phải kiên nhẫn và các bài giảng thì phải có tính ứng dụng và dễ hiểu. Họ phải giúp học sinh hiểu được mục đích học tiếng Anh là gì và có khả năng giúp học sinh học một cách chủ động. Giọng thì phải dễ nghe, trang phục chỉnh chu, và tính cách thì độc đáo 1 chút.	I think that a successful EFL teacher must be, first of all, patient. But, then, they must be patient for what they are doing, and their lesson must have practicality and understandability. They have to help students understand the purpose of studying English and make them study without being told to do so. Their voice is comfortable to hear, and their way of dressing and personality can be found in nobody else.	uses various activities, increases autonomy, is patient, is passionate for teaching, delivers practical lessons, delivers easy-to-understand lessons, teaches students of various levels, helps students realize the purpose of studying English, has a pleasant voice, has a unique personality, has a unique dressing style	1, 2, 5, 6, 9, 11, 12, 14, 17, 22, 26

4	<p>Em biết rằng các giáo viên anh văn thành công sẽ giúp học sinh nhận ra rằng việc học tiếng Anh không chỉ là điểm số và thi cử - mà đó là sự lâu bền - bằng niềm đam mê và sự kiên nhẫn có thể nhìn thấy được của họ. Em nghĩ rằng họ là những người yêu thích công nghệ, ít nhất là trong lĩnh vực giảng dạy. Ngoài ra, đặc điểm tính cách của họ không có ở bất kỳ ai khác nhưng cũng đủ đáng tin cậy để sinh viên chia sẻ những khoảnh khắc khó khăn nhất trong cuộc sống của họ. Đối với việc giao tiếp và cho phản hồi, họ phải dành cho học sinh nhiều thời gian để nói tiếng Anh nhất có thể; cuối cùng, khi đánh giá bài làm của học sinh, các giáo viên EFL thành công sẽ sửa chữa lỗi sai cho học sinh mang tính xây dựng để tránh học sinh mất mặt chứ không chỉ phê bình.</p>	<p>I am aware that successful EFL teachers make students realize that studying English is beyond grades and examinations – it’s for eternity, in fact – with their visible passion and patience. I think that they are technophiles, at least in the field of teaching. Additionally, their characteristics are not found in anybody else’s but also trustworthy for students to share their most challenging life moments. For communicating and feedback, they give students as much time for English-talking as possible; lastly, when assessing students’ assignments, successful EFL teachers give constructive corrections, not just criticizing, to avoid students losing faces.</p>	<p>increases autonomy, is patient, is passionate for teaching, gives constructive corrections rather than only criticism, helps students realize the purpose of studying English, can be confided in, can use technology in-class, enables students to use English in-class, has a unique personality</p>	<p>2, 5, 6, 7, 14, 15, 19, 20, 22</p>
5	<p>Em từng học với giáo viên tiếng Anh thành công, cô ấy rất linh hoạt trong việc dạy đa dạng các cấp độ. Đối với sinh viên thì họ giống như bạn đồng trang lứa với cùng tính cách và cách giao tiếp - họ thường thân thiện hơn các giáo viên khác, đủ để gây chú ý tới các sinh viên. Họ không phiền khi lắng nghe. Nhưng điều quan trọng nhất là họ có thể khiến sinh viên thấy học tiếng anh là niềm vui và tốt cho</p>	<p>I used to study with one successful EFL teacher; she is flexible enough to teach many levels. To students, they are nearly a friend of the same age with their personality and style of communication – usually friendlier than other teachers, enough to draw the attention of every student. Of course, they don’t mind lending students an ear. However, the core value is making students feel that they learn</p>	<p>spends time outside the classroom to listen to students’ sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, gives constructive corrections rather than only criticism, has no generation gap with students, and teaches students of various levels, draws students’ attention</p>	<p>3, 4, 5, 7, 10, 12, 16, 22</p>

	bản thân chứ không phải xem việc học là trách nhiệm.	English for enjoyment and self-development instead of responsibility.	by unique conversation style, has a unique personality	
6	Em nghĩ điều khiến một giáo viên tiếng Anh bình thường khác với một giáo viên tiếng Anh thành công là giáo viên đó có nhiều trò chơi, hoạt động trong tiết học, bên cạnh các hoạt động có trong giáo trình. Các bài học thì phải thật sự có tính ứng dụng, dễ hiểu, và học sinh cần cảm nhận được tâm huyết của giáo viên. Họ cũng phải là người đáng tin cậy, để học sinh có thể tự tin chia sẻ cuộc sống của mình (ví dụ về anh chị em, gia đình, bạn bè..) mà không bị phán xét gì. Họ cũng phải đưa ý kiến chuyên môn một cách ân cần, đầy tôn trọng với học sinh trong lớp học. (thuyết trình, bài viết...) chứ không phải chỉ trích, phán xét lỗi sai, và còn phải khuyến khích sinh viên sử dụng tiếng Anh nhiều nhất có thể. Cách ăn mặc của giáo viên cũng là một phần quan trọng để thể hiện cá tính đặc biệt của họ.	What differentiates a successful EFL teacher from others is the number of activities in their lessons apart from what is in the course books. Meanwhile, their lessons, from which students can feel the passion for teaching, are straightforward to understand, practical, and inspiring. They are trustable enough to talk about students' life problems like a sibling/parent sans judgment outside of the class. During class time, they respect students and give students constructive comments of any performance of student (presentation, essays, etc.) rather than criticisms, and encourage students to use as much English as possible. Their unique outfit, in my opinion, should be able to tell that their characteristics are unique.	uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, gives constructive corrections rather than only criticism, delivers practical lessons, delivers easy-to-understand lessons, inspires students, can be confided in, has a pleasant voice, speaks to students with respect, enables students to use English in-class, has a unique dressing style	1, 2, 3, 4, 6, 7, 9, 11, 13, 15, 17, 18, 20, 26

7	<p>Giáo viên dạy tiếng anh theo em không có gì đặc biệt nếu không có các hoạt động trong lớp. Họ có thể khiến học sinh thích thú với bài học thay vì sợ hãi và sẵn sàng lắng nghe chia sẻ từ học sinh. Đam mê, hiểu biết, am hiểu công nghệ, truyền cảm hứng và gần gũi với sinh viên để họ dựa vào. Tôi thực sự đánh giá cao nếu giáo viên có tính chính trực trong học thuật. Nếu người ấy không đủ giỏi, em sẽ không nghĩ có thể dạy cho người dở tiếng anh như em.</p>	<p>For me, successful EFL teachers are nothing special without in-class activities. They can make students enjoy the lesson instead of being afraid of it and willing to listen to sharing from students and being passionate, knowledgeable, inspiring, tech-savvy, and intimate to students for them to lean on. I would really appreciate it if teachers had integrity in academia. If that teacher is not good enough, I don't think he or she can teach someone who is not good at English like me.</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, has in-depth knowledge, has no generation gap with students, inspires students, draws students' attention by unique conversation style, can use technology in-class, is honest with their qualifications</p>	<p>1, 3, 4, 6, 8, 10, 13, 16, 19, 25</p>
8	<p>Là một người học tiếng anh hơn 10 năm, tất cả những gì em kỳ vọng ở một giáo viên tiếng Anh thành công là trong quá trình dạy. Họ có thể tạo nhiều games để làm các tiết học trở nên hứng thú hơn, chứ không phải là học cho có, nhưng mà vẫn có thể kiểm soát, quản lý được lớp học. Bên cạnh đó, ngoài việc nhiệt huyết với công tác giảng dạy và không chỉ dạy ở một cấp độ, họ còn phải kiên nhẫn lắng nghe học sinh và góp ý chân thành, chứ không phải phán xét. Hơi không liên quan tí, nhưng mà còn một điểm nữa là em kỳ vọng giáo viên sẽ thân thiết</p>	<p>As someone who has been a student for over a decade, I expect a successful EFL teacher to organize many games during teaching. They can make learning a joy rather than a responsibility, but at the same time, they should have capable of keeping the class under control. What is more, apart from their passion for teaching and teaching for not just one level, they also should be patient, listen to students for what they want to say, be patient, and give them solutions rather than criticizing students for serving their emotional needs. I don't think this is related, but I really want one</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, is passionate for teaching, gives constructive corrections rather than only criticism, has no generation gap with students, teaches students of various levels, draws students' attention</p>	<p>1, 3, 4, 5, 6, 7, 10, 12, 16, 23</p>

	với học sinh như người anh người chị, chứ không phải ba mẹ nghiêm khắc.	more thing: they are closer to us like siblings rather than parents.	by unique conversation style, can keep class in control	
9	E nghĩ người ấy thành công là người có tính cách khác biệt với những người khác. Tôi nghĩ rằng một giáo viên EFL thành công dạy bằng nhiều hoạt động khác nhau dựa trên sở thích và tính cách của họ. Nếu bạn yêu cầu, họ phải kiên nhẫn và thường có niềm đam mê giảng dạy. Họ đưa ra những sửa chữa mang tính xây dựng hơn là chỉ phê bình. Tôi nghĩ rằng một giáo viên EFL thành công có kiến thức chuyên sâu và biết họ đang dạy gì. Tôi nghĩ rằng họ cũng không nên có bất kỳ khoảng cách tuổi tác nào với học sinh. Họ là những giáo viên truyền cảm hứng và có thể giúp học sinh nhận ra mục đích của việc học tiếng Anh. Một giáo viên EFL thành công là người có giọng nói dễ chịu, không quá đáng kể, vì vậy tôi đặt điều này là yếu tố cuối cùng.	I think EFL teacher is successful when his/her personality is distinct from the others. A successful EFL teacher teaches using various activities based on their preferences and personalities. They can increase students' autonomy to study English and makes students feel that learning English is a joy rather than a responsibility. They ought to be patient and usually have a passion for teaching. They give constructive corrections rather than only criticism. I think that a successful EFL teacher has in-depth knowledge and knows what they are teaching. I think that they also should not have any age gap with students. They are inspiring teachers and can help students realize the purposes of studying English. A successful EFL teacher is someone who has a pleasant voice, not very significant, so I put this the last factor	uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, is patient, is passionate for teaching, gives constructive corrections rather than only criticism, has in-depth knowledge, has no generation gap with students, inspires students, helps students realize the purpose of studying English, has a pleasant voice, has a unique personality	1, 2, 4, 5, 6, 7, 8, 10, 13, 14, 17, 22
10	Giáo viên tiếng anh thành công phải trung thực với trình độ của họ - điều đầu tiên tôi có thể nghĩ đến, bởi vì nếu họ đã lừa dối thì điều gì đảm bảo rằng họ đủ phẩm chất dạy? Tôi cũng nghĩ rằng một giáo viên EFL thành công	A successful EFL teacher has to be honest with their qualifications – the first thing I can think of, because if they have cheated, what makes sure they are qualified in teaching? I also think that a successful EFL teacher	uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, is patient, has in-depth knowledge, has no	1, 2, 3, 5, 8, 10, 11, 16, 19, 25

	<p>dạy bằng nhiều hoạt động khác nhau và tăng quyền tự chủ học tiếng Anh của học sinh. Theo tôi, một giáo viên EFL thành công sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe chia sẻ của học sinh và phải kiên nhẫn. Họ chắc chắn có kiến thức chuyên sâu. Tôi nghĩ rằng một giáo viên EFL thành công không có khoảng cách thế hệ về mối quan hệ giữa giáo viên và học sinh. Thầy cô có thể bắt trend, có phong cách hội thoại độc đáo, khơi dậy sự ham học tiếng Anh của học sinh. Họ có thể cung cấp những bài học dễ hiểu cho học sinh. Tôi nghĩ giáo viên EFL thành công cuối cùng có khả năng sử dụng công nghệ trong lớp học.</p>	<p>teaches using various activities and increases students' autonomy to study English. In my opinion, a successful EFL teacher is willing to spend time outside the classroom to listen to students' sharing and ought to be patient. They indeed have in-depth knowledge. Finally, I think a successful EFL teacher has no generation gap regarding teacher-student relations. Moreover, he or she can follow the latest trend and has a unique conversation style, arousing students' eagerness to study English. They can deliver comprehensible lessons to students. Finally, I think a successful EFL teacher can use technology in the classroom.</p>	<p>generation gap with students, delivers easy-to-understand lessons, draws students' attention by unique conversation style, can use technology in-class, is honest with their qualifications</p>	
11	<p>Một giáo viên tiếng anh thành công thường có cá tính đặc biệt, không giống như hầu hết những người khác. Em thích giáo viên sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe e hỏi bài và chia sẻ những khó khăn trong cuộc sống. Tôi nghĩ một giáo viên EFL thành công đưa ra những sửa chữa mang tính xây dựng hơn là chỉ phê bình. Họ có phong cách ăn mặc độc đáo, thậm chí phản ánh kiến thức chuyên sâu. Đối với tôi, một giáo viên EFL thành công dạy các bài học mà học sinh cần cho các tình huống thực tế và dạy bằng các</p>	<p>A successful EFL teacher usually has a distinct personality, unlike most others. I love a teacher who is willing to spend time outside the classroom to ask more about lessons and share my life stuff. I think a successful EFL teacher gives constructive corrections rather than only criticism. They have a unique style of dressing that even reflects in-depth knowledge. For me, a successful EFL teacher teaches lessons that students need for real-life situations and teaches using various activities. I think successful EFL teachers can deliver</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, gives constructive corrections rather than only criticism, has in-depth knowledge, delivers practical lessons, delivers easy-to-understand lessons, can be confided in, draws students' attention by unique conversation style, enables students to use English in-class, has a unique</p>	<p>1, 3, 7, 8, 9, 11, 15, 16, 20, 22, 24, 26</p>

	<p>hoạt động khác nhau. Tôi nghĩ rằng những giáo viên EFL thành công có thể cung cấp những bài học dễ hiểu cho học sinh. Một giáo viên EFL thành công có phong cách trò chuyện độc đáo, khơi dậy sự ham học tiếng Anh của học sinh. Theo quan điểm của tôi, một giáo viên EFL thành công cho học sinh cơ hội sử dụng tiếng Anh trong lớp học. Tôi nghĩ rằng các giáo viên EFL thành công phải sống với các tiêu chuẩn đạo đức.</p>	<p>comprehensible lessons to students. A successful EFL teacher has a unique conversation style, arousing students' eagerness to study English. From my viewpoint, a successful EFL teacher gives students opportunities to use English in the classroom. Finally, I think successful EFL teachers should live with moral standards.</p>	<p>personality, live with moral standards, has a unique dressing style</p>	
12	<p>Như những gì em có thể thấy, một giáo viên tiếng Anh thành công là người phải cực kỳ kiên nhẫn với học sinh, tâm huyết với từng tiết học. Hơn thế nữa, các tiết học phải đa dạng với nhiều hoạt động và games để học sinh tham gia, giúp học sinh nhìn thấy được việc học tiếng anh là một con đường dài chứ không phải mục đích trước mắt. Ý em là khi học với một giáo viên ngoại ngữ thành công, em sẽ cảm thấy là học cho mình không phải học vì qua môn. Điều khiến em thích nhất ở một giáo viên thành công là họ gần gũi với sinh viên như bạn, không hề có khoảng cách thầy-trò, nhưng mà vẫn có khả năng kiểm soát được lớp học của mình. Không quan trọng lắm, nhưng mà em nghĩ họ phải giỏi một chút trong tin học để ứng dụng vào việc dạy để học hứng thú.</p>	<p>As far as I can see, a successful EFL teacher is usually highly patient with students and passionate about their lessons. They have tons of activities to enjoy the class and make students think that studying English is for the long run instead of just a short-term goal. I mean that studying English with a successful EFL teacher makes me feel that I have to study for my goodness rather than somebody else's. What excites me most is that they can be as close as a friend to students, like there is zero teacher-student distance in ages, but simultaneously keep the class under control. The last thing, not very significant, but I think they should also master, is the technology in their teaching</p>	<p>uses various activities, increases autonomy, is patient, is passionate for teaching, has no generation gap with students, helps students realize the purpose of studying English, can use technology in-class, can keep class in control</p>	<p>1, 2, 5, 6, 10, 14, 19, 23</p>

13	Em không thích một giáo viên có thái độ hợm hĩnh, em nghĩ những người nói với học sinh một cách tôn trọng sẽ có nhiều khả năng thành công hơn. Điều này không chỉ dành cho giáo viên dạy tiếng anh. Em nghĩ rằng một giáo viên thành công dạy bằng nhiều hoạt động khác nhau và dạy học sinh ở các cấp độ khác nhau. Người đó tăng cường quyền tự chủ học tiếng Anh của học sinh và làm cho học sinh cảm thấy rằng việc học tiếng Anh là một niềm vui hơn là một trách nhiệm. Ngoài ra, người đó sẽ giúp em nhận ra mục đích của việc học tiếng Anh. E cũng thích giáo viên nói giọng dễ thương	I hate a teacher who has a snobbish attitude, I think those who speak to students with respect are more likely to succeed. This is not just for EFL teachers. A successful EFL teacher teaches using various activities and teaches students of different levels. He or she increases students' autonomy to study English and makes students feel that learning English is a joy rather than a responsibility. That teacher also helps me realize the purposes of studying English. I also love teachers speaking with their pleasant voices.	uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, teaches students of various levels, helps students realize the purpose of studying English, has a pleasant voice, speaks to students with respect	1, 2, 4, 12, 14, 17, 18
14	Theo em, giáo viên tiếng Anh thành công phải có phẩm chất nhiều hơn một giáo viên bình thường. Điều đó có nghĩa là họ luôn sẵn sàng, kiên nhẫn lắng nghe điều thắc mắc và giảng dạy sinh viên ở các cấp độ khác nhau trình độ. Dạy phải nhiệt huyết, dễ hiểu, kiến thức chuyên môn phải đủ. Ngoài ra, họ có giọng nói dịu dàng và xem em như bạn. Nhưng điều quan trọng thiết yếu là kiến thức chuyên môn và bằng cấp giỏi.	I think that a successful EFL teacher is beyond just a teacher. I mean that they are willing to listen to students' sharing and patient with students of all levels. Their teaching must be passionately understandable, and their knowledge has to be deep enough. They also have a gentle voice and treat students like friends. However, the core will be qualification genuinely.	spends time outside the classroom to listen to students' sharing, is patient, is passionate for teaching, has in-depth knowledge, has no generation gap with students, delivers easy-to-understand lessons, teaches students of various levels, has a pleasant voice, motivates students properly, is honest with their qualifications	3, 5, 6, 8, 10, 11, 12, 17, 21, 25

15	<p>Theo em, một giáo viên tiếng Anh thành công là người tạo được nhiều hoạt động và games để tụi em tham gia, góp phần nâng cao khả năng tự học, từ đó giúp thúc đẩy hứng thú học tiếng Anh chứ không phải khiến tụi em xem việc học là một trách nhiệm nữa. Giáo viên tiếng Anh thành công còn phải là người dành thời gian ngoài giờ học lắng nghe tụi em chia sẻ, chứ không chỉ dừng lại ở việc bình luận chuyên môn không thôi. Các bài học của giáo viên thành công cũng phải có tính ứng dụng và đa dạng, phong phú ở nhiều cấp độ. Thông qua những bài học, học sinh có thể nhận thấy được mục đích học tiếng anh. Nhưng theo em, điều quan trọng nhất là giáo viên đó phải đủ trình độ chuyên môn.</p>	<p>A successful EFL teacher, in my opinion, has tons of games and activities for us to enjoy the class, and help us with our self-study, therefore making it (the process of learning English) a joy rather than responsibility. They have to spend time outside the classroom listening to our sharing and then giving constructive comments. Their lessons ought to be practical and diverse in levels. They can help students realize the purpose of studying English as much as they do. Nevertheless, the most crucial factor is that their qualifications are genuine.</p>	<p>uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, gives constructive corrections rather than only criticism, delivers practical lessons, teaches students of various levels, helps students realize the purpose of studying English, enables students to use English in-class, has a unique personality, is honest with their qualifications</p>	1, 3, 4, 5, 6, 7, 10, 12, 16, 23
16	<p>Theo quan điểm của tôi, một giáo viên tiếng anh thành công phải có khả năng làm cho học sinh hiểu rằng học tiếng Anh là cho chính họ, thay vì họ phải làm điều đó nếu không sẽ bị trừng phạt. Họ sẵn sàng cho sinh viên nghe kể cả khi không phải là giờ học. Làm như vậy khiến họ không chỉ kiên nhẫn mà còn hào như không có bất kỳ khoảng cách thế hệ nào giữa giáo viên và học sinh. Họ được cho là có cá tính và phong cách ăn mặc độc đáo, giọng nói</p>	<p>From my viewpoint, a successful EFL teacher must make students understand that studying English is for themselves, rather than that they have to do it otherwise get punished. They are willing to lend students an ear even when it isn't class time. Doing so makes them not just be patient but also have barely had any generation gap between the teacher and the students. They are supposed to have a unique personality and dressing style, pleasant voice,</p>	<p>increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, has no generation gap with students, inspires students, helps students realize the purpose of studying English, has a pleasant voice,</p>	2, 3, 4, 5, 10, 13, 14, 17, 18, 20, 22, 26

	<p>để chịu, không coi thường học sinh đồng thời cho phép họ sử dụng tiếng Anh thường xuyên trong lớp.</p>	<p>and not belittle students while enabling them to use English in class often.</p>	<p>speaks to students with respect, enables students to use English in-class, has a unique personality, has a unique dressing style</p>	
17	<p>Theo tôi, dấu hiệu rõ ràng nhất để phát hiện một giáo viên EFL thành công là số lượng hoạt động mà họ tạo ra mỗi bài học khác với những gì trong sách giáo khoa. Họ thực sự đam mê khi giảng dạy và điều đó không khó để nhận thấy, điều này khiến học sinh cảm thấy rằng môn học này là môn học mà họ sẵn sàng làm chứ không phải họ phải làm. Họ hầu như không có bất kỳ khoảng cách tuổi tác nào khi nói chuyện với chúng tôi là sinh viên, đó là lý do tại sao họ sẵn sàng (và đủ tin cậy) để lắng nghe những vấn đề của chúng tôi bên ngoài lớp học. Họ kiên nhẫn, cả trong và ngoài lớp, và sửa chữa chúng tôi một cách xây dựng và luôn thúc đẩy chúng tôi theo cách đúng đắn. Còn hai điều nữa, tôi nghĩ là chuyện vặt vãnh nhưng họ phải đủ hiểu biết về công nghệ trong thời đại 4.0 này và phong cách ăn mặc của họ phải độc đáo. Em thích cô giáo xinh.</p>	<p>The most obvious sign to spot a successful EFL teacher is, in my opinion, is the number of activities they create each lesson apart from what's in the textbook. They are passionate about teaching, and it is not very hard to see, which makes students feel that this subject is something they are willing to do, not they have to. They barely have any age distance when talking to us students; that's why they are willing to (and trustable enough to) listen to our problems outside the classroom. In both in- and outside classes, teachers are patient, correct us constructively, and always motivate us the right way. Two more things, I think it's trivial, but they have to be tech-savvy enough in this 4.0 era, and their style of clothing has to be unique. I love beautiful teachers.</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, is passionate for teaching, gives constructive corrections rather than only criticism, has no generation gap with students, can be confided in, can use technology in-class, motivates students properly, has a unique dressing style</p>	<p>1, 3, 4, 5, 6, 7, 10, 15, 19, 21, 26</p>

18	<p>Theo tôi, một giáo viên EFL thành công giúp học sinh tự chủ học tiếng Anh và biến nó thành một niềm vui hơn là một trách nhiệm. Tôi có thể nhìn thấy niềm đam mê giảng dạy trong mắt họ. Tôi nghĩ rằng anh ấy hoặc cô ấy có kiến thức chuyên sâu và dạy những bài học mà học sinh cần cho các tình huống thực tế. Một giáo viên EFL thành công có thể dạy học sinh ở các trình độ khác nhau. Tôi nghĩ rằng việc giúp học sinh nhận ra mục đích của việc học tiếng Anh không phải là vấn đề lớn đối với họ. Một giáo viên EFL thành công có phong cách trò chuyện độc đáo, khơi dậy sự ham học tiếng Anh của học sinh, giọng nói dễ chịu là điều tôi nghĩ đến. Họ có các phương pháp tạo động lực thích hợp và thường có một cá tính riêng biệt; tuy nhiên, họ phải sống với các tiêu chuẩn đạo đức.</p>	<p>In my opinion, a successful EFL teacher increases students' autonomy to study English and turns it into a joy rather than a responsibility. I can see a passion for teaching in their eyes. I think that he or she has in-depth knowledge and teaches lessons that students need for real-life situations. A successful EFL teacher can teach students of different levels. I think helping students realize the purposes of studying English is no big deal. A successful EFL teacher has a unique conversation style, arousing students' eagerness to study English, a pleasant voice is what I'm thinking of. They have appropriate motivational methods and usually have distinct personalities; however, they are supposed to live with moral standards.</p>	<p>increases autonomy, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, has in-depth knowledge, delivers practical lessons, teaches students of various levels, helps students realize the purpose of studying English, draws students' attention by unique conversation style, has a pleasant voice, motivates students properly, has a unique personality, live with moral standards</p>	<p>2, 4, 6, 8, 9, 12, 14, 16, 17, 21, 22, 24</p>
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19	<p>Theo tôi, một giáo viên EFL thành công thường có niềm đam mê giảng dạy và giảng dạy bằng nhiều hoạt động khác nhau. Theo ý kiến của tôi, một giáo viên EFL thành công sẽ làm tăng quyền tự chủ học tiếng Anh của học sinh. Theo tôi, một giáo viên EFL thành công sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe chia sẻ của học sinh đồng thời khiến học sinh cảm thấy rằng học tiếng Anh là một niềm vui hơn là một trách nhiệm. Một giáo viên EFL thành công có phong cách trò chuyện độc đáo, khơi dậy sự ham học tiếng Anh của học sinh. Tôi nghĩ rằng một giáo viên EFL thành công có kiến thức chuyên sâu, nhưng không có khoảng cách thế hệ về mối quan hệ giữa giáo viên và học sinh. Do đó họ là người truyền cảm hứng cho giáo viên. Cuối cùng nhưng không kém phần quan trọng, một giáo viên EFL thành công luôn nói với học sinh một cách tôn trọng.</p>	<p>In my opinion, a successful EFL teacher usually has a passion for teaching and teaches using various activities. In my opinion, a successful EFL teacher increases students' autonomy to study English. In my opinion, a successful EFL teacher is willing to spend time outside the classroom to listen to students' sharing while making students feel that learning English is a joy rather than a responsibility. A successful EFL teacher has a unique conversation style, arousing students' eagerness to study English. I think that a successful EFL teacher has in-depth knowledge but has no generation gap regarding teacher-student relations. Therefore they are inspiring teachers. Last but not least, a successful EFL teacher always speaks to students with respect.</p>	<p>uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, has in-depth knowledge, has no generation gap with students, inspires students, draws students' attention by unique conversation style, speaks to students with respect</p>	<p>1, 2, 3, 4, 6, 8, 10, 13, 16, 18</p>
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20	<p>Theo ý kiến cá nhân, điều mà làm cho một giáo viên tiếng Anh thành công là giúp cho học sinh tự học ngay cả khi không phải bài ở lớp. Hơn nữa, em cũng hi vọng là giáo viên tiếng Anh thành công sẽ giúp thúc đẩy sự ham thích học tiếng Anh của học sinh, chứ không xem việc học là trách nhiệm phải làm. Khi sửa bài cho học sinh, thì họ sẽ cho những góp ý có tính xây dựng chứ không chỉ chăm chăm vào lỗi sai mà không hướng dẫn rõ vấn đề là gì, và còn nữa, họ phải tạo điều kiện để sinh viên luôn được sử dụng tiếng anh nhiều nhất có thể. Có khả năng quản lớp tốt, động viên sinh viên, tôn trọng sinh viên. Em cũng thích những giáo viên biết một chút công nghệ thông tin để ứng dụng vào bài dạy, cho chơi game Kahoot.</p>	<p>In my opinion, what makes an EFL teacher successful is that they can make students study for themselves even when it is not for in-class assignments. In addition, I do hope that students, when studying with successful EFL teachers, feel that studying English is something to enjoy rather than a responsibility to fulfill. When commenting on students' work, they give constructive comments to students' flaws rather than point out the problem without telling the problems and let students use the target language all the time in class. Being able to keep the class under control, they also can motivate students properly and confide in and respect students. The last thing I can think of is can apply technology in teaching.</p>	<p>increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, gives constructive corrections rather than only criticism, inspires students, can be confided in, speaks to students with respect, can use technology in-class, enables students to use English in-class, motivates students properly, can keep class in control</p>	<p>2, 3, 4, 7, 13, 15, 18, 19, 20, 21, 23</p>
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21	<p>Theo ý kiến của tôi, một giáo viên EFL thành công sẽ làm tăng quyền tự chủ học tiếng Anh của học sinh. Một giáo viên EFL thành công khiến học sinh cảm thấy rằng việc học tiếng Anh là một niềm vui hơn là một trách nhiệm. Tôi nghĩ rằng một giáo viên EFL thành công có kiến thức chuyên sâu. Đối với tôi, một giáo viên EFL thành công dạy những bài học mà học sinh cần cho các tình huống thực tế. Tôi nghĩ rằng những giáo viên EFL thành công có thể cung cấp những bài học dễ hiểu cho học sinh. Tôi nghĩ rằng các giáo viên EFL thành công sẽ giúp học sinh nhận ra mục đích của việc học tiếng Anh và họ đáng tin cậy để học sinh chia sẻ những khó khăn trong cuộc sống. Theo quan điểm của tôi, một giáo viên EFL thành công cho học sinh cơ hội sử dụng tiếng Anh trong lớp học. Cuối cùng, tôi tin rằng những giáo viên thành công có thể kiểm soát lớp học. Một khía cạnh nữa mà tôi hầu như quên rằng anh ấy hoặc cô ấy có tính chính trực trong học thuật.</p>	<p>In my opinion, a successful EFL teacher increases students' autonomy to study English. A successful EFL teacher makes students feel that learning English is a joy rather than a responsibility. I think that a successful EFL teacher has in-depth knowledge. For me, a successful EFL teacher teaches lessons that students need for real-life situations. I think successful EFL teachers can deliver comprehensible lessons to students. I think successful EFL teachers help students realize the purposes of studying English, and they are to be trusted by students sharing their life troubles. From my viewpoint, a successful EFL teacher gives students opportunities to use English in the classroom. Ultimately, I believe that successful teachers can control the class. One more aspect that I almost forget is that he or she has integrity in academia.</p>	<p>increases autonomy, makes students feel that learning English is a joy rather than a responsibility, has in-depth knowledge, delivers practical lessons, delivers easy-to-understand lessons, helps students realize the purpose of studying English, can be confided in, enables students to use English in-class, can keep class in control, is honest with their qualifications</p>	2, 4, 8, 9, 11, 14, 15, 20, 23, 25
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22	<p>Tôi không thích những giáo viên thiếu kiên nhẫn đến mức quát mắng học sinh khi chúng không thể làm đúng. Trên thực tế, tôi coi một giáo viên EFL thành công khi họ là những công dân kiên nhẫn và ngoan ngoãn. Bằng cách nào đó, họ là những người hiểu biết, tôn trọng học sinh và niềm đam mê cũng như tinh thần xây dựng, truyền đạt kiến thức chuyên sâu có thể được nhìn thấy trong mắt họ. Họ thường đủ gần với chúng tôi để chúng tôi không cảm thấy xa cách khi chia sẻ mọi thứ, bao gồm cả đóng góp bài học và các vấn đề trong cuộc sống thực của chúng tôi. Chúng có một luồng khí rất lạ thu hút sự chú ý của chúng ta. Các bài học của họ phải thực tế, tôi có nghĩa là họ giúp học sinh nhận ra mục đích của việc học tiếng Anh. Do đó, điều tiếp theo và cuối cùng tôi có thể nghĩ về một giáo viên EFL thành công là họ nâng cao kỹ năng tự học của học sinh.</p>	<p>I dislike impatient teachers who shout at students when they cannot get things right. In fact, I consider EFL teachers successful when they are patient and obedient citizens. Somehow, they are knowledgeable, respectful to students, and passionate and constructive in delivering their in-depth knowledge can be seen in their eyes. They are usually close enough to us that we don't feel distant when sharing everything, including lesson contributions and real-life problems. They have a bizarre aura that attracts our attention. Their lessons have to be practical, I mean, they help students realize the purposes of learning English. Therefore, the next and last thing I can think of as a successful EFL teacher is that they enhance our students' self-study skills.</p>	<p>increases autonomy, spends time outside the classroom to listen to students' sharing, is patient, is passionate for teaching, gives constructive corrections rather than only criticism, has in-depth knowledge, delivers practical lessons, has no generation gap with students, teaches students of various levels, helps students realize the purpose of studying English, can be confided in, draws students' attention by unique conversation style, speaks to students with respect, live with moral standards</p>	2, 3, 5, 6, 7, 8, 9, 10, 12, 14, 15, 16, 18, 24
23	<p>Tôi nghĩ các yếu tố tạo nên một giáo viên EFL thành công là sự kiên nhẫn, xây dựng, truyền cảm hứng, độc đáo (về tính cách) và trực quan. Và các bài học của họ phải linh hoạt cho nhiều học sinh khác. Một điều nữa là những bài học toàn diện của họ.</p>	<p>I think key factors that make a successful EFL teacher are patience, constructive, inspiring, unique (in personality), and intuition. And their lessons have to be flexible for many other students. One more thing is their comprehensive lessons.</p>	<p>uses various activities, spends time outside the classroom to listen to students' sharing, is patient, gives constructive corrections rather than only criticism, delivers easy-to-understand lessons, inspires</p>	1, 3, 5, 7, 11, 13, 15, 22

			students, can be confided in, has a unique personality	
24	Tôi nghĩ rằng một giáo viên EFL thành công dạy bằng nhiều hoạt động khác nhau. Theo quan điểm của tôi, một giáo viên EFL thành công làm tăng quyền tự chủ học tiếng Anh của học sinh và khiến học sinh cảm thấy rằng học tiếng Anh là một niềm vui hơn là một trách nhiệm. Một giáo viên EFL thành công thường có niềm đam mê giảng dạy. Tôi nghĩ rằng họ đưa ra những sửa chữa mang tính xây dựng hơn là chỉ có những lời chỉ trích. Một giáo viên EFL thành công có thể dạy học sinh ở các trình độ khác nhau. Tôi nghĩ rằng các giáo viên EFL thành công sẽ giúp học sinh nhận ra mục đích của việc học tiếng Anh. Điều tiếp theo, một giáo viên EFL thành công là người có giọng nói dễ chịu. Tôi nghĩ rằng những giáo viên EFL thành công có những phương pháp tạo động lực thích hợp.	I think that a successful EFL teacher teaches using various activities. In my opinion, a successful EFL teacher increases students' autonomy to study English and makes students feel that learning English is a joy rather than a responsibility. A successful EFL teacher usually has a passion for teaching. Also, I think they give constructive corrections rather than only criticism. A successful EFL teacher can teach students of different levels. I think successful EFL teachers help students realize the purposes of studying English. What's next, a successful EFL teacher is someone who has a pleasant voice. I think successful EFL teachers have appropriate motivational methods.	uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, gives constructive corrections rather than only criticism, teaches students of various levels, helps students realize the purpose of studying English, has a pleasant voice, motivates students properly	1, 2, 4, 6, 7, 12, 14, 17, 21

25	<p>Tôi nghĩ rằng một giáo viên tiếng anh thành công trước hết phải có nhiều hoạt động trong lớp và có thể thúc đẩy học sinh học không chỉ trong lớp mà còn cả trong thời gian rảnh của họ. Họ cũng phải có kiến thức chuyên sâu và bài học của họ phải “sử dụng được” cho các tình huống thực tế. Hơn nữa, thật tuyệt nếu họ không có khoảng cách thế hệ - tôi không có nghĩa là họ phải không có. Điều đó là không thể! Nhưng ý tôi là họ có càng ít càng tốt. Thật là khó xử trong thời đại ngày nay khi thấy bất kỳ ai làm việc mà không có công nghệ, đó là điều bắt buộc đối với các giáo viên! Vâng!! Họ cũng có thể dạy nhiều cấp độ và quản lý để kiểm soát chúng. Điều cuối cùng tôi có thể nghĩ đến là họ có khả năng làm cho học sinh nhận ra mục đích của việc học tiếng Anh.</p>	<p>I think that a successful EFL teacher must first have numerous activities in class and can motivate students to learn not just in the classroom but also in their free time. They must also have in-depth knowledge, and their lessons must be “usable” for real-life situations. Furthermore, it is great if they have a zero generation gap – I don’t mean they must not have. It’s impossible! But what I mean is that they have it as little as possible. It’s quite awkward in this day to see anyone working without technology; it has to be a must for teachers! Yes!! They should also be able to teach many levels and manage to keep them under control. The last thing I can think of is that they can make students realize the purpose of studying the English language.</p>	<p>uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, has in-depth knowledge, delivers practical lessons, has no generation gap with students, teaches students of various levels, helps students realize the purpose of studying English, can use technology in-class, can keep class in control</p>	<p>1, 2, 4, 8, 9, 10, 12, 14, 19, 23</p>
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26	<p>Tôi thấy những giáo viên chỉ nói chuyện với chúng tôi qua sách giáo khoa mà không có bất kỳ hoạt động nào là rất nhàm chán. Tôi nghĩ rằng một giáo viên EFL thành công dạy bằng nhiều hoạt động khác nhau. Các yếu tố bên ngoài bao gồm cả phong cách ăn mặc của họ - độc đáo, như cách họ giao tiếp với sinh viên. Ý tôi là các bài học của họ dễ hiểu và thực tế, việc chấm điểm và nhận xét học sinh phải được tôn trọng, nhưng vẫn phải độc đáo trong phong cách trò chuyện của họ. Trên thực tế, họ phải là những sinh viên kiên nhẫn, đáng tin cậy và có động lực - nói. Linh hoạt để dạy nhiều cấp độ không phải là điều tôi trải nghiệm trực tiếp với một giáo viên EFL, nhưng tôi nghĩ việc dạy nhiều cấp độ cũng giúp họ thành công.</p>	<p>I find teachers who just talk to us through the textbook without any activities are very dull. I think that a successful EFL teacher teaches using various activities. Surface factors include their dressing styles - unique, as their way of communicating with students. Their lessons are comprehensible and practical, and scoring and commenting on students should be respectful but still have to be unique in their conversation style. In fact, they are supposed to be patient, trustable, and motivate students to speak. Being flexible to teach many levels is not what I directly experience with an EFL teacher, but I think teaching many levels also make them successful.</p>	<p>uses various activities, increases autonomy, is patient, gives constructive corrections rather than only criticism, delivers practical lessons, delivers easy-to-understand lessons, teaches students of various levels, can be confided in, draws students' attention by unique conversation style, speaks to students with respect, enables students to use English in-class, has a unique dressing style</p>	1, 2, 5, 7, 9, 11, 12, 15, 16, 18, 20, 26
27	<p>Trước hết, những giáo viên EFL thành công phải là những công dân tốt và có những tiêu chuẩn đạo đức riêng để không bao giờ vượt quá giới hạn, nhưng họ phải trải qua đủ hiểu biết sâu sắc hơn những gì họ đang dạy chứ không chỉ là những gì được viết trong sách giáo khoa và để hiểu học sinh. 'những vấn đề cuộc sống. Đối với thời gian trên lớp, họ phải thành thạo các kỹ năng quản lý lớp học và các bài học của họ phải thiết thực, truyền cảm, dễ</p>	<p>First of all, successful EFL teachers have to be good citizens and have their own moral standards, never to cross the line, but they must have been through enough to understand what they are teaching more deeply than just what is written in textbooks and to understand students' life problems. Their mastery of classroom management skills counts for their actual time in class, and their lessons have to be practical, inspiring, and easy to understand.</p>	<p>uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, is patient, has in-depth knowledge, delivers practical lessons, delivers easy-to-understand lessons, inspires students, can be confided in, has a pleasant voice, can keep class</p>	1, 2, 3, 5, 8, 9, 11, 13, 15, 17, 23, 24

	hiểu. Họ phải khuyến khích sinh viên tự học và trong khi làm như vậy, hãy nói một cách dễ chịu, ý tôi là tiếng nói của họ.	They have to encourage students to study for themselves and while doing so, speak pleasantly, I mean their voice.	in control, live with moral standards	
28	Từ kinh nghiệm của em, một giáo viên EFL thành công sẽ sử dụng các hoạt động khác nhau và giúp nâng cao khả năng chủ động của học sinh. Anh ấy hoặc cô ấy làm cho học sinh cảm thấy rằng học tiếng Anh là một niềm vui hơn là một trách nhiệm, và kiên nhẫn đối với bất kỳ học sinh nào mà không thiên vị. Em nghĩ rằng nếu không có kiến thức chuyên sâu, họ sẽ không được coi là giáo viên chứ đừng nói là giáo viên thành công, nhưng dù sao thì cũng đáng để nhắc đến. em nghĩ rằng các giáo viên trẻ sẽ hòa nhập với sinh tốt hơn, do đó, không có khoảng cách thế hệ là một yếu tố khác mà em xem xét. Về các bài giảng của họ, em đánh giá cao những giáo viên thông minh, nhưng em mong muốn hơn nữa là bài học của họ được truyền tải đủ đơn giản để học sinh có thể hiểu được. Định nghĩa của em về một giáo viên EFL thành công bao gồm khả năng thu hút sự chú ý từ học sinh bằng phong cách nói chuyện của họ. Họ tôn trọng lý lịch, tính cách và tham vọng của sinh viên, đồng thời truyền cảm hứng để họ thăng tiến cao hơn so với các phiên bản trước đây của họ. Cuối cùng nhưng	From my experience, a successful EFL teacher uses various activities and raises students' autonomy. He or she makes students feel that learning English is a joy rather than a responsibility and is patient towards any student without favoritism. Without in-depth knowledge, they would not be considered even... just teachers anymore, not successful ones, but it is worth mentioning anyway. I think the younger teachers get on with us better; therefore, no generation gap is another factor I consider. Regarding their lessons, I appreciate brilliant teachers, but I look forward more the fact that their lessons are conveyed simple enough for students to comprehend. My definition of a successful EFL teacher consists of the ability to draw attention from students with their talking style. They respect students' backgrounds, personalities, and ambitions and inspire them to advance higher than their past versions. Last but not least, I believe in their versatility, which means that they cover more than just a level or two.	uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, is patient, has in-depth knowledge, has no generation gap with students, delivers easy-to-understand lessons, teaches students of various levels, inspires students, draws students' attention by unique conversation style, speaks to students with respect	1, 2, 4, 5, 8, 10, 11, 12, 13, 16, 18

	không kém phần quan trọng, em tin vào tính linh hoạt của họ, có nghĩa là họ có thể dạy nhiều cấp độ.			
29	Từ kinh nghiệm của tôi, các giáo viên EFL thành công có phong cách ăn mặc độc đáo và phong cách trò chuyện độc đáo, khơi dậy sự ham học tiếng Anh của học sinh. Tôi nghĩ rằng một giáo viên EFL thành công không có khoảng cách thế hệ liên quan đến mối quan hệ giữa giáo viên và học sinh. Tôi thực sự mong đợi sự kiên nhẫn từ họ vì tôi không phải là người học nhanh. Ngoài ra, một người sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe chia sẻ của học sinh sẽ rất tuyệt vời. Anh ấy hoặc cô ấy làm cho học sinh cảm thấy rằng học tiếng Anh là một niềm vui hơn là một trách nhiệm. Theo tôi, một giáo viên EFL thành công thường có niềm đam mê với công việc giảng dạy. Tôi nghĩ rằng một giáo viên EFL thành công có kiến thức chuyên sâu. Đối với tôi, một giáo viên EFL thành công dạy những bài học mà học sinh cần cho các tình huống thực tế. Tôi nghĩ rằng một giáo viên EFL thành công không có khoảng cách thế hệ liên quan đến mối quan hệ giữa giáo viên và học sinh. Các giáo viên EFL thành công phải được học sinh tin tưởng khi chia sẻ những khó	From my experience, successful EFL teachers have a unique style of dressing and unique conversation style, arousing students' eagerness to study English. I think a successful EFL teacher has no generation gap regarding teacher-student relations. I really expect patience from them because I am not a very fast learner. Additionally, one is willing to spend time outside the classroom to listen to students' sharing will be so wonderful. He or she makes students feel that learning English is a joy rather than a responsibility. In my opinion, a successful EFL teacher usually has a passion for teaching. I think that a successful EFL teacher has in-depth knowledge. For me, a successful EFL teacher teaches lessons that students need for real-life situations. I think a successful EFL teacher has no generation gap regarding teacher-student relations. Successful EFL teachers are to be trusted by students sharing their life troubles. I think successful EFL teachers have appropriate motivational methods. I believe	spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, is passionate for teaching, has in-depth knowledge, delivers practical lessons, has no generation gap with students, can be confided in, draws students' attention by unique conversation style, motivates students properly, can keep class in control, has a unique dressing style	3, 4, 5, 6, 8, 9, 10, 15, 16, 21, 23, 26

	khăn trong cuộc sống. Tôi nghĩ rằng những giáo viên EFL thành công có những phương pháp tạo động lực thích hợp. Tôi tin rằng những giáo viên thành công có thể kiểm soát lớp học một cách dễ dàng.	that successful teachers can control the class effortlessly.		
30	Từ những gì em trải nghiệm. Dấu hiệu dễ nhận thấy nhất của một giáo viên tiếng Anh thành công là họ có nhiều hoạt động trong lớp học trong khi vẫn đảm bảo được tính ứng dụng và độ dễ hiểu của bài học. Nói sâu hơn một chút là họ có thể giúp được học sinh nhìn ra giá trị đích thực của việc học tiếng Anh. Ngoài việc phải biết một chút kiến thức tin học và nhiệt huyết. Thì những giáo viên thành công phải có kiến thức chuyên môn tốt. Kiến thức chuyên môn tích hợp của họ cũng cần phải được xem xét. Nhưng em nghĩ, quan trọng hơn hết là họ khuyến khích được sinh viên sử dụng càng nhiều tiếng Anh càng tốt ở trên lớp.	From what I have been through, the easiest sign to spot a successful EFL teacher is the number of activities in their classes while ensuring practicality and understandability. From a broader viewpoint, they can help students realize the insight of studying English in the long run. Apart from the capability of technology and inspiration for students, their heads are full of in-depth knowledge. Their academic integrity is also a point worth mentioning, but most importantly, they encourage students to use English in class as often as possible.	uses various activities, spends time outside the classroom to listen to students' sharing, has in-depth knowledge, delivers practical lessons, delivers easy-to-understand lessons, inspires students, helps students realize the purpose of studying English, can use technology in-class, enables students to use English in-class, is honest with their qualifications	1, 3, 8, 9, 11, 13, 14, 19, 20, 25
31	Từ những gì tôi đã trải qua, một giáo viên EFL thành công dạy bằng các hoạt động khác nhau. Theo ý kiến của tôi, một giáo viên EFL thành công sẽ làm tăng quyền tự chủ học tiếng Anh của học sinh. Họ sẵn sàng dành thời gian bên ngoài lớp học để lắng nghe chia sẻ của học viên. Theo tôi, một giáo viên EFL thành công	A successful EFL teacher teaches using various activities from what I have been through. In my opinion, a successful EFL teacher increases students' autonomy to study English. They are willing to spend time outside the classroom to listen to students' sharing. In my opinion, a successful EFL	uses various activities, increases autonomy, spends time outside the classroom to listen to students' sharing, makes students feel that learning English is a joy rather than a responsibility, is patient, is	1, 2, 3, 4, 5, 6, 7, 9, 11, 13, 18, 19, 24, 25

	<p> khiến học sinh cảm thấy rằng việc học tiếng Anh là một niềm vui hơn là một trách nhiệm. Theo kinh nghiệm của tôi, một giáo viên EFL thành công cần phải kiên nhẫn. Họ thường có niềm đam mê với công việc giảng dạy. Tôi nghĩ một giáo viên EFL thành công đưa ra những sửa chữa mang tính xây dựng hơn là chỉ phê bình. Đối với tôi, một giáo viên EFL thành công dạy những bài học mà học sinh cần cho các tình huống thực tế. Tôi nghĩ rằng những giáo viên EFL thành công có thể cung cấp những bài học dễ hiểu cho học sinh. Các giáo viên EFL thành công là những giáo viên truyền cảm hứng. Anh ấy hoặc cô ấy luôn nói chuyện với học sinh một cách tôn trọng. Tôi nghĩ rằng một giáo viên EFL thành công có khả năng sử dụng công nghệ trong lớp học. Tôi nghĩ rằng các giáo viên EFL thành công phải sống với các tiêu chuẩn đạo đức, nhưng nhìn chung họ thực sự phải trung thực với những gì họ đã tốt nghiệp.</p>	<p> teacher makes students feel that learning English is a joy rather than a responsibility. From my experience, a successful EFL teacher ought to be patient. They usually have a passion for teaching. I think a successful EFL teacher gives constructive corrections rather than only criticism. For me, a successful EFL teacher teaches lessons that students need for real-life situations. I think successful EFL teachers can deliver comprehensible lessons to students. Successful EFL teachers are inspiring teachers. He or she always speaks to students with respect. I think a successful EFL teacher has the capability to use technology in the classroom. I think successful EFL teachers should live with moral standards, but they actually have to be honest with what they have graduated from.</p>	<p> passionate for teaching, gives constructive corrections rather than only criticism, delivers practical lessons, delivers easy-to-understand lessons, inspires students, speaks to students with respect, can use technology in-class, live with moral standards, is honest with their qualifications</p>	
32	<p> Với em, một giáo viên tiếng Anh thành công phải kiểm soát được lớp tốt mà không dễ nổi giận. Nghiêm khắc vừa đủ để phân tích và góp ý xây dựng đối với các lỗi chuyên môn của học sinh, động viên sinh viên, và giúp sinh viên hiểu được ý nghĩa của việc tự học cũng</p>	<p> For me, successful teachers are supposed to have the power to keep the class in control with their pleasant voices. They are tough enough to critique students' performance (but with constructive comments), and gentle sufficiently to motivate students, make</p>	<p> uses various activities, increases autonomy, makes students feel that learning English is a joy rather than a responsibility, is passionate for teaching, gives constructive corrections rather</p>	<p> 1, 2, 4, 6, 7, 9, 17, 21, 23</p>

	<p>như giúp sinh viên thay đổi tư duy về việc học tiếng Anh đường dài chứ không phải học đối phó 1 cách chủ quan. Chắc chắn là đôi khi họ rất khó tính, nhưng em biết đó là vì họ nhìn thấy được tiềm năng thành công của sinh viên nên mới vậy. Trong suốt quá trình giảng dạy, họ phải tạo được nhiều hoạt động. Nhưng em phải thừa nhận rằng các bài học phải hiệu quả thay vì cứ dài lê thê.</p>	<p>students get the idea of self-study, and the mindset that the English learning process is more likely a long-term journey than a temporary objective. Indeed they are harsh sometimes, but I understand their passion for seeing students succeed. During their teaching times, there are many activities to delve into. Nevertheless, I have to admit that their lessons serve a purpose in life instead of tedious theories.</p>	<p>than only criticism, delivers practical lessons, has a pleasant voice, motivates students properly, can keep class in control</p>	
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Appendix 6: SPSS Data

Statistics of KNOWLEDGE variables

	KNOWL EDGE1	KNOWL EDGE2	KNOWL EDGE3	KNOWL EDGE4	KNOWL EDGE5	KNOWL EDGE6
N Valid	110	110	110	110	110	110
Missing	0	0	0	0	0	0
Mean	5.5909	5.6909	5.4545	5.3364	5.5455	5.5455
Std. Error of Mean	.07225	.06425	.07149	.07671	.06911	.06008
Median	6.0000	6.0000	6.0000	5.0000	6.0000	6.0000
Mode	6.00	6.00	6.00	6.00	6.00	6.00
Std. Deviation	.75778	.67383	.74976	.80454	.72487	.63008
Variance	.574	.454	.562	.647	.525	.397
Range	5.00	5.00	3.00	5.00	5.00	2.00
Minimum	1.00	1.00	3.00	1.00	1.00	4.00
Maximum	6.00	6.00	6.00	6.00	6.00	6.00

KNOWLEDGE1

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Slightly Disagree	1	.9	.9	1.8
Partly agree	5	4.5	4.5	6.4
Agree	27	24.5	24.5	30.9
Strongly Agree	76	69.1	69.1	100.0
Total	110	100.0	100.0	

KNOWLEDGE2

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Partly agree	3	2.7	2.7	3.6
Agree	23	20.9	20.9	24.5
Strongly Agree	83	75.5	75.5	100.0
Total	110	100.0	100.0	

KNOWLEDGE3

	Fre	%	V %	C %
Valid Slightly Disagree	1	.9	.9	.9
Partly agree	14	12.7	12.7	13.6
Agree	29	26.4	26.4	40.0
Strongly Agree	66	60.0	60.0	100.0
Total	110	100.0	100.0	

KNOWLEDGE4

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Partly agree	13	11.8	11.8	12.7

Agree	42	38.2	38.2	50.9
Strongly Agree	54	49.1	49.1	100.0
Total	110	100.0	100.0	

KNOWLEDGE5

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Partly agree	5	4.5	4.5	5.5
Agree	35	31.8	31.8	37.3
Strongly Agree	69	62.7	62.7	100.0
Total	110	100.0	100.0	

KNOWLEDGE6

	Fre	%	V %	C %
Valid Partly agree	8	7.3	7.3	7.3
Agree	34	30.9	30.9	38.2
Strongly Agree	68	61.8	61.8	100.0
Total	110	100.0	100.0	

Statistics of MOTIVATIONS variables

	MOTIVATION1	MOTIVATION2	MOTIVATION3	MOTIVATION4	MOTIVATION5	MOTIVATION6
N	110	110	110	110	110	110
	0	0	0	0	0	0
Mean	5.5727	5.6545	5.5636	5.2545	5.2727	5.5727
Std. Error of Mean	.07471	.05546	.06776	.08801	.08261	.06387
Median	6.0000	6.0000	6.0000	5.0000	5.0000	6.0000
Mode	6.00	6.00	6.00	6.00	6.00	6.00
Std. Deviation	.78354	.58162	.71070	.92306	.86639	.66992
Variance	.614	.338	.505	.852	.751	.449
Range	5.00	2.00	3.00	5.00	4.00	3.00
Minimum	1.00	4.00	3.00	1.00	2.00	3.00
Maximum	6.00	6.00	6.00	6.00	6.00	6.00

MOTIVATION1

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Slightly Disagree	2	1.8	1.8	2.7
Partly agree	4	3.6	3.6	6.4
Agree	28	25.5	25.5	31.8
Strongly Agree	75	68.2	68.2	100.0
Total	110	100.0	100.0	

MOTIVATION2

	Fre	%	V %	C %
Valid Partly agree	6	5.5	5.5	5.5
Agree	26	23.6	23.6	29.1

Strongly Agree	78	70.9	70.9	100.0
Total	110	100.0	100.0	

MOTIVATION3

	Fre	%	V %	C %
Valid Slightly Disagree	1	.9	.9	.9
Partly agree	11	10.0	10.0	10.9
Agree	23	20.9	20.9	31.8
Strongly Agree	75	68.2	68.2	100.0
Total	110	100.0	100.0	

MOTIVATION4

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Disagree	1	.9	.9	1.8
Slightly Disagree	3	2.7	2.7	4.5
Partly agree	11	10.0	10.0	14.5
Agree	42	38.2	38.2	52.7
Strongly Agree	52	47.3	47.3	100.0
Total	110	100.0	100.0	

MOTIVATION5

	Fre	%	V %	C %
Valid Disagree	1	.9	.9	.9
Slightly Disagree	3	2.7	2.7	3.6
Partly agree	15	13.6	13.6	17.3
Agree	37	33.6	33.6	50.9
Strongly Agree	54	49.1	49.1	100.0
Total	110	100.0	100.0	

MOTIVATION6

	Fre	%	V %	C %
Valid Slightly Disagree	1	.9	.9	.9
Partly agree	8	7.3	7.3	8.2
Agree	28	25.5	25.5	33.6
Strongly Agree	73	66.4	66.4	100.0
Total	110	100.0	100.0	

Statistics of QUALITIES variables

	QUAL ITIES 1	QUAL ITIES 2	QUAL ITIES 3	QUAL ITIES 4	QUAL ITIES 5	QUAL ITIES 6	QUAL ITIES 7	QUAL ITIES 8
N	110	110	110	110	110	110	110	110
	0	0	0	0	0	0	0	0
Mean	5.3455	5.1909	5.0182	5.1636	5.5364	5.2636	5.4727	5.3636
Std. Error of Mean	.06765	.08219	.08662	.08904	.06150	.08729	.07273	.08343
Median	5.0000	5.0000	5.0000	5.0000	6.0000	5.0000	6.0000	6.0000

Mode	6.00	5.00	5.00	6.00	6.00	6.00	6.00	6.00
Std. Deviation	.70952	.86200	.90849	.93384	.64506	.91549	.76277	.87501
Variance	.503	.743	.825	.872	.416	.838	.582	.766
Range	2.00	5.00	3.00	5.00	3.00	5.00	5.00	5.00
Minimum	4.00	1.00	3.00	1.00	3.00	1.00	1.00	1.00
Maximum	6.00	6.00	6.00	6.00	6.00	6.00	6.00	6.00

QUALITIES1

	Fre	%	V %	C %
Valid Partly agree	15	13.6	13.6	13.6
Agree	42	38.2	38.2	51.8
Strongly Agree	53	48.2	48.2	100.0
Total	110	100.0	100.0	

QUALITIES2

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Slightly Disagree	3	2.7	2.7	3.6
Partly agree	13	11.8	11.8	15.5
Agree	49	44.5	44.5	60.0
Strongly Agree	44	40.0	40.0	100.0
Total	110	100.0	100.0	

QUALITIES3

	Fre	%	V %	C %
Valid Slightly Disagree	9	8.2	8.2	8.2
Partly agree	17	15.5	15.5	23.6
Agree	47	42.7	42.7	66.4
Strongly Agree	37	33.6	33.6	100.0
Total	110	100.0	100.0	

QUALITIES4

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Slightly Disagree	4	3.6	3.6	4.5
Partly agree	18	16.4	16.4	20.9
Agree	39	35.5	35.5	56.4
Strongly Agree	48	43.6	43.6	100.0
Total	110	100.0	100.0	

QUALITIES5

	Fre	%	V %	C %
Valid Slightly Disagree	1	.9	.9	.9
Partly agree	6	5.5	5.5	6.4
Agree	36	32.7	32.7	39.1
Strongly Agree	67	60.9	60.9	100.0

Total	110	100.0	100.0
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QUALITIES6

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Disagree	1	.9	.9	1.8
Slightly Disagree	4	3.6	3.6	5.5
Partly agree	7	6.4	6.4	11.8
Agree	46	41.8	41.8	53.6
Strongly Agree	51	46.4	46.4	100.0
Total	110	100.0	100.0	

QUALITIES7

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Slightly Disagree	2	1.8	1.8	2.7
Partly agree	2	1.8	1.8	4.5
Agree	43	39.1	39.1	43.6
Strongly Agree	62	56.4	56.4	100.0
Total	110	100.0	100.0	

QUALITIES8

	Fre	%	V %	C %
Valid Strongly Disagree	1	.9	.9	.9
Disagree	1	.9	.9	1.8
Slightly Disagree	1	.9	.9	2.7
Partly agree	10	9.1	9.1	11.8
Agree	38	34.5	34.5	46.4
Strongly Agree	59	53.6	53.6	100.0
Total	110	100.0	100.0	

Statistics of PERCEPTIONS variables

	PERCEPTION1	PERCEPTION2	PERCEPTION3
N	110	110	110
	0	0	0
Mean	5.1455	4.0545	4.5455
Std. Error of Mean	.08453	.10074	.10222
Median	5.0000	4.0000	5.0000
Mode	6.00	4.00	5.00
Std. Deviation	.88656	1.05653	1.07205
Variance	.786	1.116	1.149
Range	3.00	4.00	4.00
Minimum	3.00	2.00	2.00
Maximum	6.00	6.00	6.00

PERCEPTION1

	Fre	%	V %	C %
Valid Slightly Disagree	6	5.5	5.5	5.5
Partly agree	18	16.4	16.4	21.8
Agree	40	36.4	36.4	58.2
Strongly Agree	46	41.8	41.8	100.0
Total	110	100.0	100.0	

PERCEPTION2

	Fre	%	V %	C %
Valid Disagree	12	10.9	10.9	10.9
Slightly Disagree	13	11.8	11.8	22.7
Partly agree	51	46.4	46.4	69.1
Agree	25	22.7	22.7	91.8
Strongly Agree	9	8.2	8.2	100.0
Total	110	100.0	100.0	

PERCEPTION3

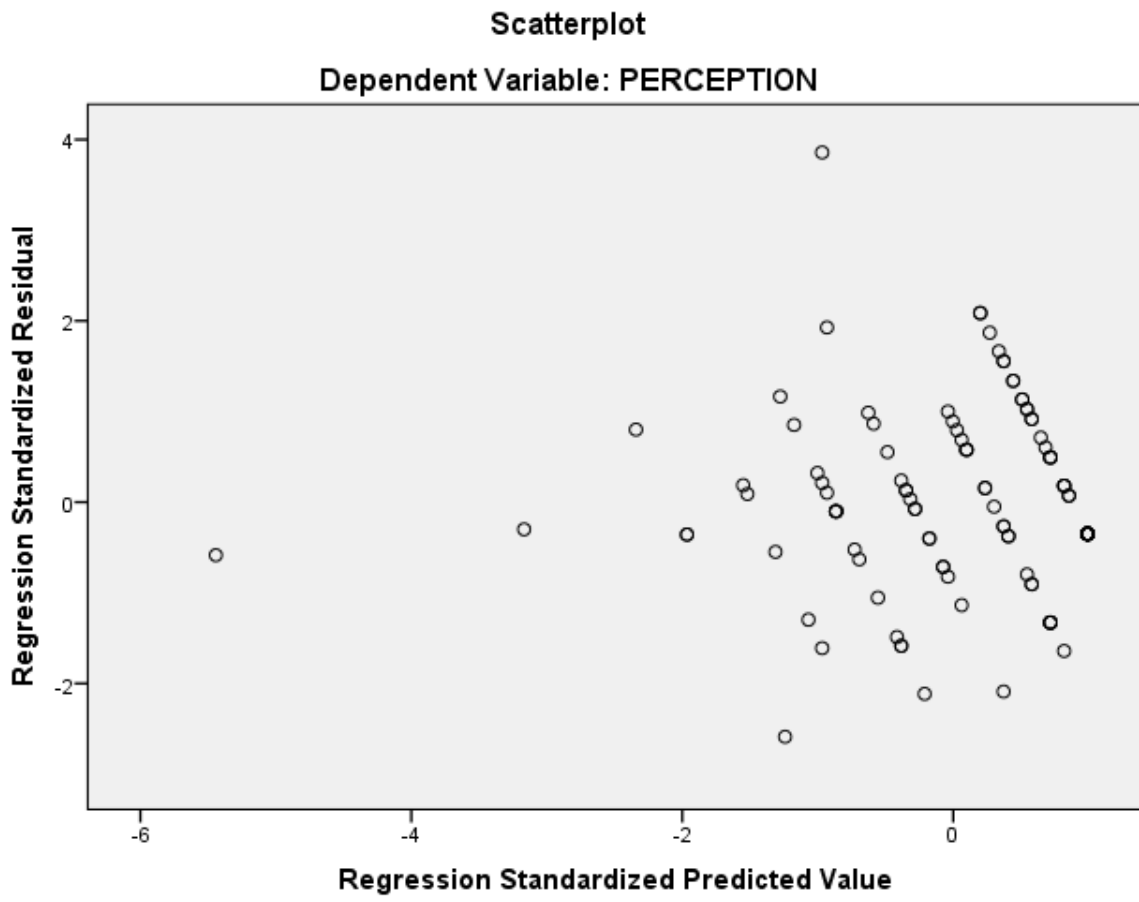
	Fre	%	V %	C %
Valid Disagree	6	5.5	5.5	5.5
Slightly Disagree	9	8.2	8.2	13.6
Partly agree	36	32.7	32.7	46.4
Agree	37	33.6	33.6	80.0
Strongly Agree	22	20.0	20.0	100.0
Total	110	100.0	100.0	

Regression**Residuals Statistics^a**

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.4402	6.0639	5.5061	.56328	110
Residual	-.47338	.70555	.00000	.18120	110
Std. Predicted Value	-5.443	.990	.000	1.000	110
Std. Residual	-2.588	3.858	.000	.991	110

a. Dependent Variable: PERCEPTION

Chart



Appendix 7: In-depth interview questions

- **Question 1 - (GROUPA)**

Ý kiến của bạn về nhận định này: “Một giáo viên dạy tiếng Anh thành công phải có kiến thức sư phạm chuyên sâu, đồng thời cho tôi thấy mục đích thực sự của việc học tiếng Anh và dạy tôi cách sử dụng tiếng Anh trong các tình huống thực tế đời sống. Hơn nữa, người đó phải có phương pháp tạo động lực phù hợp và luôn sống đúng với chuẩn mực xã hội. Khả năng sử dụng công nghệ trong lớp học cũng rất quan trọng.”? (Translation: What is your opinion about this statement: "A successful EFL teacher must have in-depth pedagogical knowledge and, at the same time, show me the authentic purposes of studying English and teach me how to use English in real-life situations. Moreover, he or she must have appropriate motivational methods and live with moral standards. Finally, being able to use technology in the classroom is also very important."?)

- **Question 2 – (GROUPEB)**

Ý kiến của bạn về nhận định này: "Một giáo viên dạy tiếng anh thành công phải giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau trên lớp. Người ấy phải là một giáo viên có tính cách độc nhất, phải giúp sinh viên nhận ra việc học tiếng anh là một niềm vui hơn là trách nhiệm. Ngoài ra sẵn sàng dành thời gian ngoài lớp học cho sinh viên, được tin tưởng để sinh viên chia sẻ những khó khăn trong cuộc sống và luôn nói chuyện với sinh viên một cách tôn trọng cũng thực sự quan trọng."? (Translation: What is your opinion about this statement: "A successful EFL teacher must teach actively through various teaching activities in class. He or she must have a distinct personality that makes students feel that learning English is a joy rather than a responsibility. Moreover, he or she must be willing to spend time outside the classroom for students, be trusted by students sharing their life troubles, and speak to students with respect are really important."?)

- **Question 3 - (PER)**

Bạn thích yếu tố mô tả giáo viên thành công nào hơn, ở câu hỏi số 1 hay số 2?

What do you prefer: description of a successful teacher's factors in question 1 or 2?

Appendix 8: In-depth Interview Transcriptions

Interview question 1

Ý kiến của bạn về nhận định này: “Một giáo viên dạy tiếng Anh thành công phải có kiến thức sư phạm chuyên sâu, đồng thời cho tôi thấy mục đích thực sự của việc học tiếng Anh và dạy tôi cách sử dụng tiếng Anh trong các tình huống thực tế đời sống. Hơn nữa, người đó phải có phương pháp tạo động lực phù hợp và luôn sống đúng với chuẩn mực xã hội. Khả năng sử dụng công nghệ trong lớp học cũng rất quan trọng.”?

(What is your opinion about this statement: "A successful EFL teacher must have in-depth pedagogical knowledge and, at the same time, show me the authentic purposes of studying English and teach me how to use English in real-life situations. Moreover, he or she must have appropriate motivational methods and live with moral standards. Finally, being able to use technology in the classroom is also very important."?)

(S1)

Answer: “Tôi nghĩ đây là một câu nói rất đúng về một giáo viên thành công, các ý vừa liệt kê ở trên đó là những điều cốt lõi mà một giáo viên dạy tiếng Anh cần có được để được xem là một giáo viên thành công thực sự. Với quan điểm cá nhân của tôi, những giảng viên tiếng Anh thành công là những người ít nhất phải mang lại những điều cốt lõi ấy cho học viên.”

Translation: “I think this is a very true statement about a successful teacher; the ideas just listed above are the core things that an English teacher needs to be considered as a truly successful teacher. In my personal opinion, successful English teachers are the ones who bring those core things to students at least.”

(S2)

Answer: “Em đồng ý với ý kiến này và những điều trên là cần thiết. Em nghĩ một giáo viên dạy tiếng Anh cần có kiến thức chuyên sâu, bên cạnh việc hiểu được học sinh đang yếu kiến thức ở đâu, cần bổ sung chỗ nào. Về khả năng sử dụng công nghệ cũng là một ưu điểm, vì học ngôn ngữ không giống học các môn khác, sử dụng nhiều cách thức phù hợp sẽ thú vị và không dễ bị chán hơn.

Translation: “I agree with this opinion, and the above is necessary. I think an English teacher needs to have in-depth knowledge, besides understanding where students are weak and need to be supplemented. The ability to use technology is also an advantage because learning a language is not the same as learning other subjects; using a variety of appropriate methods will be more interesting and not easily bored.”

(S3)

Answer: “Thứ nhất về ý kiến có kiến thức chuyên sâu: Theo em thì người ấy có kiến thức trình độ đủ để dạy cho chúng em là được, tất nhiên thì khi mà được một người nào đó dạy một môn học nào đó thì chúng em cũng rất muốn người ấy giỏi và kiểu điều gì cũng biết ấy ạ. Thứ hai về điều cho em thấy mục đích thực sự của việc học TA và dạy em cách sử dụng TA trong các tình huống thực tế đời sống: Em thấy điều này khá là cần thiết và quan trọng, giống như là học sinh, sinh viên sẽ được truyền lửa ý ạ. Điều cuối cùng trong câu hỏi thì: Em thấy là sử dụng công nghệ tất nhiên là quan trọng rồi ạ, nhưng mà với việc dùng cái sử dụng công nghệ để đánh giá về một giáo viên tiếng anh thành công thì có hơi không cần thiết ạ, theo em thì giờ các giáo viên đều sẽ ở mức biết sử dụng cơ bản.”

Translation: “Firstly, about the opinion of having in-depth knowledge: In my opinion, everything is fine as long as that person has enough knowledge to teach us, of course, when someone teaches a certain subject, we also really want him or her to be good and know everything. Secondly, about what shows me the real purpose of learning English and teaches me how to use English in real-life situations: I find this quite necessary and important, because of this most students and learners will be inspired while learning. The last thing in the question is: I think using technology is important, but using technology to judge a successful English teacher is unnecessary. Well, in my opinion, all teachers will be at a basic level by now.”

(S4)

Answer: “Em đồng tình với ý kiến trên vì theo em một giáo viên dạy tiếng Anh thành công thì kiến thức sư phạm chuyên sâu là điều không thể thiếu. Cùng với kiến thức sư phạm tốt thì người giảng dạy cần cho người học thấy được mục đích thực sự của việc học tiếng Anh và áp dụng những gì được học vào các tình huống thực tế giúp nâng cao phản xạ trong giao tiếp hơn là chỉ học lý thuyết. Ngoài ra, em nghĩ kiên nhẫn cũng rất quan trọng

vì việc học tiếng Anh là lâu dài không có hiệu quả tức thì trong ngày 1 ngày 2 cho nên kiên nhẫn với học sinh là điều cần thiết. Việc sử dụng công nghệ trong lớp học nhằm tạo hứng thú cho học sinh khi tham gia học tiếng Anh và cũng giúp khai thác được những lợi ích mà công nghệ mang lại nhằm nâng cao hiệu quả học tiếng Anh.”

Translation: “I agree with the above opinion. From my point of view, as a successful English teacher, in-depth pedagogical knowledge is indispensable. Along with good pedagogical knowledge, teachers need to show learners the real purpose of learning English and apply what they learn to real-life situations to help improve communication reflexes rather than just study theory. Patience is also vital in teaching because learning English is a long-term process and cannot have instant effects, so being patient with students is essential. Furthermore, using technology in the classroom creates excitement for students when learning English. It helps exploit the benefits that technology brings to improve the efficiency of English learning.”

(S5)

Answer: “Em hoàn toàn đồng ý với ý kiến trên. Hình ảnh người giáo viên trên theo em là chuẩn mực, khi có đầy đủ kiến thức, chuyên môn, biết hợp thời khi dùng công nghệ, lại tâm lý khi biết khích lệ. Về yếu tố chuẩn mực đạo đức, em cũng đồng ý vì nó là tấm gương cho em noi theo không chỉ trong môn tiếng anh.”

Translation: “I completely agree with the above statement. From my point of view, the image of the teacher above is the standardized one, when that teacher has knowledge and expertise, knows how to use technology, and applies psychological strategies to motivate whenever students need encouragement. Regarding the element of living with moral standards, I also agree because a teacher should be an example for me to follow not only in the English class.”

(S6)

Answer: “Ý kiến của bản thân em thì: tiếng anh không chỉ để học cho qua môn mà còn giúp ích cho tương lai sau này nếu một giáo viên không có kiến thức, đủ giỏi công nghệ để chăm chút từng bài giảng thì tiếng anh đó không hay và không thể áp dụng vào thực tế được. Tuy nhiên em không đồng ý với ý kiến sống đúng chuẩn mực xã hội. Đối với em

giáo viên chỉ có kiến thức giỏi, có khả năng dạy em hiểu, còn lại em không quan tâm đến đời tư hay phẩm chất của giáo viên đó.”

Translation: “My own opinion is: learning English is not only for passing the subject but also for the future. If a teacher does not have the pedagogical knowledge, being familiar with technology to put enough effort into each lesson, his or her lesson plan cannot be applied in a real-life situation. However, I disagree with the idea of living following social standards. For me, the teacher only has good knowledge, capable of teaching me to understand; the rest I don't care about the private life or the quality of that teacher.”

(S7)

Answer:

“Không đồng ý về nhận định “phải có kiến thức sư phạm chuyên sâu” vì có thể là họ thành công trong việc thu hút học sinh học tiếng anh, hoặc là thành công trong việc giúp học sinh của mình hiểu bài rõ, không nhất thiết phải có kiến thức thật chuyên sâu nhưng lại không biết cách diễn đạt truyền dạy cho học sinh mình.

Đồng ý về việc, cho tôi thấy mục đích thực sự của việc học tiếng Anh và dạy tôi cách sử dụng tiếng Anh trong các tình huống thực tế đời sống. Nếu không thể cho học sinh của mình thấy được vì sao học tiếng anh, học để làm gì và áp dụng trong thực tế thế nào,...mà chỉ là bắt học sinh học một cách mù quáng như một cái máy và đầy mệt mỏi thì sao gọi là giáo viên dạy tiếng anh thành công được.

Đồng ý việc Người ấy phải là một giáo viên truyền cảm hứng, có phương pháp tạo động lực, khích lệ phù hợp và đưa ra phản hồi mang tính xây dựng hơn là chỉ trích, vì đôi lúc học sinh có những chuyện không vui, mang theo cảm xúc buồn bã không tập trung học bài hoặc làm bài, thì giáo viên họ có thể khích lệ tạo động lực, chia sẻ giúp học sinh vui đi bớt nỗi buồn thay vì chỉ trích không làm bài.

Đồng ý việc Khả năng sử dụng công nghệ trong lớp học cũng rất quan trọng, vì giảng bài kết hợp với công nghệ cũng tạo nên sự hứng thú học hơn và truyền đạt nội dung rõ ràng hơn là chỉ đọc và chép.”

Translation:

“Disagree: “have in-depth pedagogical knowledge to teach” because I think successful EFL teachers may be successful in attracting students to learn English or helping their students understand the lesson clearly, not necessarily having very specialized knowledge but not knowing how to teach and explain that to their students.

Agree on: showing me the real purpose of learning English and teaching me how to use English in real-life situations. If you can't show your students why learning English, what to understand, how to apply it in different cases, and just forcing students to learn blindly like a machine and full of fatigue. How can you be called a successful English teacher?

Agree on: He or she must be an inspirational teacher, have the proper methods of motivating and encouraging, and give constructive feedback rather than criticism because sometimes students have sad things in their life with feelings of sadness and not focusing on studying or doing homework, teachers can encourage and motivate, share to help students relieve their sadness instead of criticizing for not doing the work.

Agree on: Using technology in the classroom is also essential because teaching combined with technology creates more interest in learning and conveys content clearer than just reading and copying.”

(S8)

Answer: “Em đồng ý với ý kiến trên vì giáo viên phải có kiến thức chuyên sâu thì mới có thể truyền đạt kiến thức và giải quyết vấn đề nào đó, một cách đơn giản và dễ hiểu để sinh viên có thể tiếp thu một cách nhanh nhất. Và mục đích cuối cùng của học ngôn ngữ là để có thể giao tiếp với nhau trong đời sống chứ không phải kiến thức khô khan trong sách vở, học cả đóng mà không thể nói được câu tiếng anh nào vì vậy giáo viên cần cập nhật kiến thức và giảng dạy kiến thức thực tiễn nhiều hơn chứ đừng dập khuôn một kiến thức khô khan soạn sẵn từ năm này đến năm khác mà không có một chút thay đổi nào. Ngoài ra một giáo viên thành công luôn truyền cảm hứng trong từng tiết học và có phương pháp tạo động lực cho từng sinh viên, khích lệ phù hợp và đưa ra phản hồi cho sinh mang tính xây dựng hơn là chỉ trích. Từ đó sinh viên sẽ tự tin tin hơn năng nổ hơn trong từng tiết học không có cảm giác chán nản và mong mau hết giờ để ra khỏi lớp học. Nếu giáo viên đó có khả năng sử dụng công nghệ thì sẽ có những phương pháp truyền đạt đa dạng và nhiều mới mẽ thì sinh viên sẽ thích thú và khả năng tiếp thu cao nhiều. Cuối cùng giáo

viên nên có danh tiếng tốt, em không thích những đồn đoán về xì căng đan của giáo viên dạy em.”

Translation: “I agree with the above opinion because teachers must have in-depth knowledge to impart knowledge and solve specific problems simply and understandably so that students can absorb them as quickly as possible. Furthermore, the ultimate goal of language learning is to communicate with each other in life, not dry knowledge in books, learning even without being able to speak any English sentences, so teachers need to update. Knowledge and teach more practical knowledge, rather than stereotype a dry knowledge that has been prepared from year to year without the slightest change. In addition, a successful teacher is inspirational in every lesson and motivates each student, giving appropriate encouragement and giving constructive feedback rather than criticism. From there, students will be more confident, more active in each class without feeling bored and looking forward to leaving the classroom as soon as possible. If the teacher can use technology, there will be diverse and new methods of communication, which students will enjoy and absorb knowledge better. Finally, I think good teachers should have good reputations; I don't want to be taught by the teachers that have too many scandals, drama, and rumors.”

(S9)

Answer: “Để giảng viên dạy tiếng Anh trở nên thành công thì kiến thức sư phạm chuyên sâu khá quan trọng nó đòi hỏi giáo viên cần có kiến thức chuyên môn thật vững chắc và kỹ năng giảng dạy sắc bén có thể hiểu được tâm lý của sinh viên từ đó có thể thay đổi phương pháp giảng dạy trở nên thành công và hiệu quả. Với sinh viên không chuyên tại em, học tiếng anh rất khó và sẽ nảy sinh sự nhầm chán nên đòi hỏi giáo viên cần truyền cảm hứng và có phương pháp tạo động lực khích lệ để hiểu chúng em. Em nghĩ là giáo viên tiếng anh thành công cũng nên tìm hiểu sâu tâm lý của sinh viên chúng em và thông cảm cho những điểm yếu trong năng lực tiếng Anh của tụi em. Những ý còn lại em hoàn toàn đồng ý.”

Translation: “For English teachers to become successful, in-depth pedagogical knowledge is quite essential. It requires teachers to have solid professional knowledge and sharp teaching skills to understand students' psychology, from there can change teaching

methods to become successful and effective. For non-English majored students, I think English subject is always difficult and creates boredom; therefore, teachers should be inspired and have motivational strategies to understand us. I think successful EFL teachers also need to study learners' psychology to deeply understand and sympathize with our weaknesses in our English competency. For the rest factors mentioned in the statements, I totally agree."

(S10)

Answer: "Em nghĩ là một giáo viên thì có kiến thức sư phạm là một điều tiên quyết, nhưng chuyên sâu thì ở mức độ nào, em nghĩ là không cần quá sâu, quá siêu, chỉ cần đủ cho mục đích giảng dạy cho cấp bậc mà mình dạy là được, ví dụ lấy trình độ tiến sĩ đi dạy cho trẻ cấp 1 thì quá phí. Còn câu "đồng thời cho tôi thấy mục đích thực sự của việc học tiếng Anh và vận dụng thực tế" thì em nghĩ là rất cần thiết, vì đa số con người chúng ta nếu có mục đích mới có thể cố gắng, có điểm đến trong hành trình, không thể quyết tâm khi không thể trả lời được câu "làm việc này để làm gì?". Về "khả năng sử dụng công nghệ trong lớp học" thì em nghĩ cũng khá cần thiết, vì thời buổi công nghệ phát triển, và tiếp cận các tình huống trong học tiếng Anh thì rất hạn chế, nên là sử dụng công nghệ trong việc giảng dạy sẽ giúp học sinh có thể dễ tiếp cận hơn. Em nghĩ giáo viên dạy tiếng Anh thành công là một giáo viên có sự đam mê với việc truyền đạt kiến thức, có thể truyền cảm hứng để học sinh có thể tập trung và quyết tâm vào việc học, nếu học sinh có hứng thú với việc học và có đủ quyết tâm thì việc học sinh đạt được kết quả là và tính tất yếu (trường hợp này không tính đến những học sinh lười hay học cho vui)."

Translation: "As a teacher, having pedagogical knowledge is a prerequisite, but I don't think it needs to be too deep, too super, just enough to teach for the teacher's class level is fine. For example, it is too expensive to use a doctorate to teach primary school children. As for the sentence "At the same time, show me the real purpose of learning English and apply it in practice," I think it is indispensable because most of us can only strive if we have a purpose. We will not resolve when unable to answer the question "what do you do this for?". Regarding "the ability to use technology in the classroom," I think it is also reasonably necessary because in the era of technology development, access to situations in English learning is minimal, so it is required to use technology in the classroom. Teaching will make it more accessible to students. A successful English teacher is a

teacher with a passion for imparting knowledge who can inspire students to focus and be determined to learn if students are interested in learning. Learning and having enough determination to achieve results is inevitable (this case does not include lazy students or study for fun).”

(S11)

Answer: “Em hoàn toàn đồng ý, đây là những điều kiện cần luôn luôn nên hiện hữu ở một giáo viên dạy tiếng anh thành công.”

Translation: “I am 100% agree with the above statement because I think that the statement includes all the conditions that a successful English teacher should possess.”

(S12)

Answer: “Theo em câu nói này hoàn toàn chính xác, và đó là những điều cần thiết bắt buộc phải có nếu muốn thành công trên con đường làm giáo viên. Em nghĩ những yếu tố này nếu không có thì giáo viên phải học được rèn luyện và trau dồi từ phía nhà trường.”

Translation: “In my opinion, this sentence is completely correct; and those are the must-haves (necessary condition) if anyone wants to be successful on the path to being a teacher. If any EFL teacher doesn’t have any of these factors, they should practice or be trained and cultivated by the schools.”

Interview question 2

Ý kiến của bạn về nhận định này: "Một giáo viên EFL thành công phải giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau trên lớp. Người ấy phải là một giáo viên có tính cách độc nhất, phải giúp sinh viên nhận ra việc học tiếng anh là một niềm vui hơn là trách nhiệm. Ngoài ra sẵn sàng dành thời gian ngoài lớp học cho sinh viên, được tin tưởng để sinh viên chia sẻ những khó khăn trong cuộc sống và luôn nói chuyện với sinh viên một cách tôn trọng cũng thực sự quan trọng."?

What is your opinion about this statement: "A successful EFL teacher must teach actively through various teaching activities in class. He or she must have a distinct personality, make students feel that learning English is a joy rather than a responsibility. Moreover, he or she must be willing to spend time outside the classroom for students, be trusted

by students sharing their life troubles and speak to students with respect are really important.”?

(S1)

Answer: “Những ý được liệt kê ở trên, tôi nghĩ nó cũng thật sự quan trọng để giúp các giảng viên dạy tiếng Anh có thể kết nối và truyền đạt một cách dễ dàng hơn với học viên và từ đó học viên sẽ có tâm lý cởi mở hơn để tiếp thu kiến thức mà người giáo viên đó muốn truyền tải.”

Translation: “I think the ideas listed above are also fundamental to help English teachers connect and communicate more efficiently with students. As a result, students will be more open to learning and absorb the knowledge that the teacher wants to convey.”

(S2)

Answer: “Em nghĩ giáo viên có tính cách độc đáo và truyền cảm hứng về ngôn ngữ, về cách sống tích cực thì điều đó rất tốt. Ngoài ra, nếu chỉ dành thời gian trên lớp thì em nghĩ chưa đủ, có một số học sinh ngại hỏi trên lớp và cần hỗ trợ trong lúc tự học ngoài giờ lên lớp, nên đây cũng là một trong những cách tạo động lực cho sinh viên học tốt hơn.”

Translation: “I think it’s great if the teacher has unique personalities and knows how to inspire students about language, positive thoughts, and mottos. Moreover, if just spending time in class is not enough, some students are afraid to ask questions in the class and need support during self-study time’. Therefore, I consider this is one of the motivational strategies that help students have the motivation to study English.”

(S3)

Answer: “Với ý kiến này thì em hoàn toàn đồng ý. Yếu tố giành thời gian ngoài giờ cho sinh viên, em cũng đồng ý. Giáo viên thì thường sẽ luôn nói rằng có gì không hiểu thì hỏi, nhưng mà nhiều khi thì chúng em hơi ngại hỏi vì sợ lộ dốt hoặc là giáo viên đó sẽ kiêu hơi khó chịu khi chúng em hỏi bài ấy ạ. Nên điều này em đánh giá là cần thiết và quan trọng. Còn một chút về nói chuyện tôn trọng với sinh viên thì e cũng thích vì em không thích bị áp đặt làm bất cứ việc gì.”

Translation: “With this opinion, I totally agree. About spending outside the classroom time for students, I agree. Teachers will always say that if there's something you don't

understand, just ask, but sometimes we're a little afraid to ask for fear of revealing ignorance or that the teacher will be a bit confused. It's annoying when we ask about it. So this is what I consider necessary and important. I also like the teacher who speaks to me respectfully because I don't like being forced to do anything.”

(S4)

Answer: “Em có phần đồng tình với ý kiến trên vì theo em nhận định trên như đang thể hiện ra một hình mẫu giáo viên mang tính cách và phong cách giảng dạy theo thiên hướng vui vẻ, hòa đồng. Giáo viên ấy sẽ là người dành nhiều tâm huyết để tạo ra những hoạt động khác nhau trên lớp nhằm tạo hứng thú cho người học, đồng thời giáo viên ấy cũng là người truyền cảm hứng bằng chính tâm huyết của mình và có những phương pháp tạo động lực, khích lệ phù hợp. Theo một góc độ nào đó thì nhận định trên sẽ cho thấy một người giáo viên EFL thành công, nhưng chỉ dùng những tiêu chuẩn trên để làm chuẩn mực đánh giá một giáo viên EFL thành công thì em có phần không đồng ý. Em nghĩ sự kết hợp của cả tính chất câu 1 và 2 mới phản ánh hình ảnh giáo viên tiếng anh thành công.”

Translation: “I somewhat agree with the above statement because, in my opinion, the above information is like showing a role model of a teacher with a teaching style and personality that tends to be cheerful and friendly. That teacher will be the one who devotes a lot of enthusiasm to creating different activities in the classroom to create excitement for learners. At the same time, that teacher is also an inspirational person who will deliver enthusiasm, motivation, and encouragement in the correct method. In a way, the above statement shows a successful EFL teacher, but I do not think only using the above criteria as a standard to evaluate a successful EFL teacher. I think the combination of factors in questions 1 and 2 reflects the best EFL teachers.”

(S5)

Answer: “Ý kiến riêng của em là về câu nói này hoàn toàn đồng ý ,tuy nhiên về phía em cũng có một số trường hợp, không nói chuyện tôn trọng mà chỉ trích nó lại là 1 động lực gì đó ,tuy tiêu cực nhưng nó lại có mức sát thương nhất định để có thể thay đổi 1 người có thể cố gắng hơn. Ngoài ra cũng có những thắc mắc trong quá trình giảng dạy, có thể giáo viên sẽ phải dành thời gian ngoài giờ học cho học sinh, nhưng tránh việc học sinh ý

lại về việc được giúp đỡ, cần nêu cao tinh thần tự học, tự tìm hiểu sẽ giúp cho học sinh nhớ lâu hơn những kiến thức bản thân được học.”

Translation: “I strongly agree with this statement. However, from my point of view, there are also some cases, criticizing instead of speaking gently and respectfully to students is a way to motivate others, although negative. Still, it has certain damage to urge a student to try harder. Besides, many questions can appear during the teaching process; maybe teachers will have to spend outside of class time for students. However, to avoid students relying on the teacher’s help, it is necessary to uphold the spirit of self-reliance. Furthermore, learning and self-study will help students remember longer the knowledge they have learned.”

(S6)

Answer: “Tiếng anh là một dạng ngôn ngữ đối với một số người nó rất khó ghi nhớ nếu không sử dụng thường xuyên điển hình là em cho nên có một giáo viên giáo viên truyền cảm hứng, có phương pháp tạo động lực, khích lệ phù hợp và đưa ra phản hồi mang tính xây dựng hơn là chỉ trích thì sẽ giúp em tiến bộ hơn không bị nản và bỏ cuộc, cảm thấy thích ngôn ngữ này hơn. Theo em thì em chỉ không đồng tình với câu dành thời gian ngoài giờ học cho học sinh, bởi vì để là một giáo viên thành công thì không nhất thiết phải làm như vậy, chỉ cần cung cấp đầy đủ kiến thức để học sinh có thể tiếp thu và thực hành tốt, như vậy là rất giỏi rồi.”

Translation: “English is a challenging form of language to memorize if not used often for some people, which is true in my case. If an inspirational teacher has appropriate motivational methods and gives constructive feedback rather than criticism, it will help me improve my English skills without getting discouraged and giving up, and I like this language more. In my opinion, I disagree with the idea of spending time outside of school hours for students, because to be a successful teacher, it is not necessary to do so, just provide enough knowledge for students to have. If you can absorb and practice well, that's very good.”

(S7)

Answer:

“Đồng ý việc Một giáo viên EFL thành công phải giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau trên lớp, vì mỗi học sinh sẽ mang mỗi cá tính và sự tự tin khác nhau không phải ai cũng có thể chủ động được, nên giáo viên nên là người lãnh đạo dẫn dắt học sinh của mình vào các hoạt động.

Có chút không đồng ý với việc dành thời gian ngoài lớp học. Đồng ý là người đó phải dành thời gian thêm ngoài giờ lên lớp, nhưng chỉ nên THỈNH THOẢNG. Học sinh cũng không phải lúc nào cũng có thể làm phiền giáo viên của mình, vì ngoài giờ dạy họ còn nhiều việc khác, có người bận việc gia đình, học nâng cao,...Họ chỉ có thể dành thời gian cho học sinh khi rảnh thôi.

Translation:

“Agree on: a successful EFL teacher must teach actively through different teaching activities in the classroom because each student will have a different personality and confidence. Since not everyone can be proactive, teachers should be the leaders who lead their students into activities.

Slightly disagree: I agree that the teacher should spend time outside of class with the students, but SOMETIMES. Students are not always allowed to disturb their teachers because teachers have many other things outside of teaching hours. For example, some teachers are busy with household chores, advanced studies, etc. Therefore, they can only spend time with students in their spare time.

(S8)

Answer: “Em đồng ý với ý kiến trên vì. Một giáo viên thành công giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau trên lớp sẽ tăng sự hứng thú với môn học và hạn chế sự nhàm chán của sự lặp lại một phương pháp hoạt động giảng dạy từ ngày này qua ngày khác. Còn việc dành thời gian ngoài giờ học cho sinh viên là một điều tốt và theo em nghĩ nó cũng ảnh hưởng khá nhiều đến việc học của sinh viên đó. Vì khi được quan tâm thì tâm lí sẽ thay đổi sẽ cố gắng học môn của giáo viên đó hơn. Còn về phong cách nói chuyện với sinh viên, lịch sự là đủ, không cần quá tôn trọng.”

Translation: “I agree with the above idea because a successful teacher who actively teaches through different teaching activities in the class will increase interest in the subject and limit the boredom of repeating an activity method teaching from day today. Moreover,

spending time outside of school hours for students is a good thing, and in my opinion, it also affects a student's learning quite a lot. Because when they are interested, their psychology will change, and they will try to study that teacher's subject more. As for the way teachers talk to students, just being polite is enough, not always being respectful.”

(S9)

Answer: “Vấn đề một giáo viên EFL thành công phải giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau theo tôi vấn đề này không quan trọng. Quan trọng là giáo viên phải biết truyền cảm hứng, có phương pháp tạo động lực, khích lệ phù hợp và đưa ra phản hồi mang tính xây dựng hơn là chỉ trích (như câu 1). Có một cách nói chuyện tôn trọng và giúp sinh viên nhận ra học tiếng anh là niềm vui cũng rất quan trọng bởi vì sinh viên cần một giáo viên giảng dạy có sức hút và truyền cảm hứng nhưng vẫn tôn trọng sinh viên. Tiếng anh là một môn học đa số mọi người đều sợ nhưng nếu được giáo viên đơn giản hóa và được tôn trọng thì sẽ là những cách để em đỡ sợ hơn.”

Translation: “It doesn't matter to me that a successful EFL teacher has to teach actively through different teaching activities. Teachers must know how to inspire, have appropriate motivational and encouragement methods, and give constructive feedback rather than criticism (as concerned in question 1). Having a respectful way of talking and helping students realize that learning English is fun are also important because students need an engaging and inspiring teacher who still respects the students. English is a subject that most people fear, but if it is simplified and the teacher respects students, it will be a way for me to be less afraid.”

(S10)

Answer: “Em nghĩ "Giảng dạy chủ động thông qua các hoạt động giảng dạy khác nhau" có thể giúp học sinh có cảm giác mới mẻ hơn, đỡ bị nhàm chán, và giảng dạy thông qua một chủ đề hay hay một câu chuyện hoặc một vấn đề liên quan thì học sinh sẽ có thể tiếp thu và ghi nhớ lâu hơn. Việc có thể truyền cảm hứng, hay tạo động lực cho học sinh không phải giáo viên nào cũng làm được, và em nghĩ điều này là điều quan trọng mà một giáo viên thành công luôn có, đa số học sinh đều cảm thấy không còn thích thú với việc học tiếng Anh sau khi học một thời gian dài, vì cảm thấy bản thân không có tiến bộ hay có việc khác làm sao nhãng hoặc là quên đi mục đích học của mình là gì, quên đi tại sao mà

mình cần cố gắng, việc này dẫn đến học sinh không tập trung vào việc học, và làm cho kết quả không được như mong đợi. "Dành thời gian ngoài giờ học cho học sinh" em nghĩ điều này là tốt, nhưng ở mức vừa sức của giáo viên, em không nói rằng nên hay không nên làm như thế, vì nếu dành thời gian ngoài giờ học để hiểu học sinh hơn thì đó cũng mang lại hiệu quả cho việc giảng dạy, nhưng nếu giáo viên không "dành thời gian ngoài giờ" cho sinh viên thì điều đó cũng không phải là vấn đề khiến học sinh học kém đi, vì mỗi giáo viên đều có những công việc khác và nhưng thời gian bận rộn riêng nên là chuyện không dành thời gian được cho học sinh của họ thì cũng là chuyện bình thường."

Translation: "I think "Active teaching through different teaching activities" can help students feel fresher, less boring, and teach through a good topic, a story, a problem, or related topics so students will be able to absorb and remember longer. Being able to inspire or motivate students is not what all teachers can do, and I think this is an important thing that a successful teacher always has. Most students feel no longer interested in learning English after studying for a long time because they think they have not made any progress. Students might also have other things to distract or forget their purpose of learning English and why they need it; this leads to students not focusing on learning, making the results not as expected. Therefore, the factor "spends time outside of school hours with students" is good. Still, as far as teachers can afford it, I'm not saying it should or shouldn't because if you spend time outside of class to understand students better, it is also effective for teaching. Still, if teachers do not "spend time outside of school hours" for students, it is not a problem for students to learn poorly because every teacher has other jobs and has a busy schedule, so it is normal not to spend time with their students."

(S11)

Answer: "Em đồng ý với các ý kiến trên trừ ý kiến: "Giáo viên dạy tiếng Anh phải dành thời gian ngoài giờ học cho học sinh". Ý kiến này còn phải phụ thuộc vào mental health cũng như khả năng work-life balance của giáo viên đó. Đây có thể coi như 1 điểm cộng nhưng không nhất thiết "phải" có, vì ngoài thời gian giảng dạy thì giáo viên cũng là con người, cần được nghỉ ngơi, phục hồi năng lượng thể chất cũng như tinh thần cho bản thân."

Translation: “I agree with the above comments except for the following: "English teachers must spend time outside of school hours for students." This opinion also depends on the teacher's mental health and work-life balance ability. This idea can be considered a plus but not necessarily a "must" because teachers are also human and need to rest and restore physical and mental energy for themselves outside of the teaching time.”

(S12)

Answer: “Em hoàn toàn đồng ý. Em cảm thấy người giáo viên được tin tưởng, đủ kiên nhẫn lắng nghe sinh viên, đủ khéo léo để sắp xếp thời gian bên ngoài giờ dạy, và vẫn đủ soạn bài giảng dạy nhiều hoạt động khác nhau, lại xem sinh viên như là bạn và tôn trọng, thì thực sự là một hình mẫu lý tưởng. Nếu kết hợp với tính chất giỏi học thuật, biết khích lệ, và sống theo chuẩn mực ở câu số 1 thì hoàn hảo. Nghe có vẻ như đang miêu tả siêu nhân, nhưng thật ra em đã được học qua một người cô như vậy, đủ các yếu tố trên, thậm chí còn nói giọng dễ thương và rất thu hút. Vậy nên em nghĩ những điều này nếu sinh viên yêu cầu ở một giáo viên thành công không phải là điều xa vời.”

Translation: “I completely agree. I feel that the teacher who is trusted, patient enough to listen to students, skillful enough to arrange a time outside of teaching hours, still has enough time for lessons' preparation using many different activities, considers students as friends and respects them, is completely an ideal model of successful EFL teacher. If we combine these factors with excellent pedagogical knowledge, great motivation strategies, and living according to the moral standards in question 1, that teacher must be awarded the perfect teachers ever. It sounds like I'm describing superheroes, but actually I had a chance to study with such a great teacher who has all elements described in questions 1 and 2; she is even so cute and has an attractive voice. Therefore, I don't think these conditions are far-fetched when I mention the definition of successful EFL teachers.”