

EFL Learners' Perceptions of Effective English Language Teachers at Universities in Bangladesh: A Mixed-Methods Investigation

By

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Declaration

It is hereby declared that

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3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
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ABSTRACT

Teacher effectiveness generally stems from impactful teachers and robust teaching practices that promote meaningful learning. This dissertation employs a concurrent mixed-methods research design to examine 152 EFL students' perceptions of an effective English language teacher, from two private and two public universities in Bangladesh. A structured questionnaire, categorized into three areas—content knowledge, pedagogical knowledge, and socio-affective skills—was utilized to generate quantitative data on the perceptions of effective English teachers from learners who had completed at least one foundational English course at the university. The quantitative data were analyzed using descriptive statistics, considering gender, academic performance, and types of institutions as independent variables or subgroups. The student subgroups shared similar fundamental views regarding effective English teachers, but subtle differences coexist. First, more female than male students believed that English teachers should possess content knowledge, pedagogical knowledge, and socio-affective skills. Second, low-achieving students were more likely to agree that teachers must show adequate content knowledge, pedagogical skills, and socio-affective abilities. Third, students from private universities valued pedagogical knowledge more than students from public universities. In contrast, public university students placed greater importance on teachers' socio-affective skills than their peers in private institutions. Qualitative data on the same topic were gathered through in-depth interviews with eight students who participated in the quantitative study earlier. This qualitative data was then analyzed thematically to gain insights into students' perspectives about effective English language teachers. The qualitative findings significantly corroborated the quantitative results with minimal divergence. However, the interview data indicated that an effective English teacher can foster positive changes and enhance students' language proficiency through content knowledge, pedagogical knowledge, and socio-affective skills while ensuring a supportive teaching-learning environment contributing to students' academic success. The study's findings have significant implications for English language educators, administrators, and policymakers in fostering the positive attributes of English language teachers at the tertiary level of English education and teacher education programs.

Keywords: Teacher effectiveness, content knowledge, pedagogical knowledge, socio-affective skills, social cognitive theory

Operational Definition of Terms

The following terms are frequently used in the dissertation.

EFL (English as a Foreign Language) stands for the teaching and learning of English in a country where English is not the primary language of communication. EFL learners acquire English primarily for academic, professional, or personal purposes, often with limited exposure. It is a branch of applied linguistics and language education that examines the methodologies, strategies, and cognitive processes involved in learning English in non-native settings.

SCT refers to social cognitive theory, meaning learning occurs through the dynamic interplay of personal, behavioral, and environmental factors.

HAS stands for high-achieving students whose CGPA is above 3.00

LAS stands for low-achieving students whose CGPA is below 3.00

PubU stands for public universities, which the government finances.

PvtU stands for private universities financed by individual or non-governmental organizations.

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Chapter 1

Introduction

1.1 Background of the study

Teachers play a key role in the success of the teaching and learning process. An effective English teacher can teach well, facilitate students' understanding, and motivate them to engage in meaningful learning (Shishavan & Sadeghi, 2009; Virgiyanti et al., 2016). English teachers must implement techniques and support students in reaching their potential, and a conducive learning environment enhances students' enjoyment of learning (Maulana et al., 2017; Sieberer-Nagler, 2016).

Bangladeshi learners need effective English teachers and resources for learning English as a foreign language, but they lack qualified instructors, especially in universities (Amin, 2019). Teacher effectiveness is context-dependent (Haque, 2022), and views on effective teachers vary among administrators and guardians, with students being the key stakeholders (Alzeebaree & Zebaree, 2021). Understanding students' perceptions is vital to identifying the traits of effective English teachers in Bangladesh's higher education, as teacher qualities are crucial for improving students' academic performance and professional development.

Perceptions about Effective EFL teachers vary globally. For example, in Korea, learners value teachers who can maintain good rapport with students (Barnes & Lock, 2013). According to Febriyanti (2018), a successful English teacher is communicatively competent, manages the classroom well, engages students, and adapts to various learning styles. In Norway, positive teacher feedback correlates with EFL learners' goal orientation, self-efficacy, and self-regulation (Vattøy & Smith, 2019). Successful teachers tailor their materials to student needs and employ diverse teaching methods (Salahshour & Hajizadeh, 2013).

The Critical Incident Technique (CIT) has set some standard criteria for effective teachers, such as interaction with students, course preparation, fairness in assessment, and allocating time for student consultation beyond class hours (Khandelwal, 2009). To meet the 21st-century educational needs of students, teachers should prioritize organization, communication, pedagogical

knowledge, and professionalism (Hung, 2023). Positive learner-teacher relationships, motivation, and feedback enhance teacher effectiveness in the EFL context (Said, 2017). Rastislav (2020) noted that learners value EFL teachers based on their performance and gender. Effective teachers foster learner-centered approaches, respect individual differences, and integrate advanced learning tools in the EFL classroom (Saafin, 2005; Kourieos & Evripidou, 2013). Teacher personalities and socio-affective skills are crucial for students' English language learning (Nghia, 2015). Thus, English proficiency, pedagogical knowledge, and socio-affective skills are key dimensions of teacher effectiveness (Chen & Hoshower, 2003; Alzeebaree & Zebaree, 2021). Positive classroom behavior and subject knowledge contribute to a supportive learning environment, according to Çelik and colleagues (2013).

Effective EFL teachers tailor lessons to match students' levels and interests by using authentic materials, technology, and a variety of activities (Amin, 2017). However, teachers' language proficiency issues, lack of subject leaders, and students' poor English skills impede instruction (Farooqui, 2014). Teachers should embrace an open model with diverse styles and materials to enhance the teacher-learner relationship (Khanum, 2014). Universities have offered foundational English courses, but these efforts are largely ineffective (Sarkar et al., 2021). Monira (2022) found that a deficit of learner-centered teaching approaches, outdated English language course contents, and a lack of activity-based learning might result in unsuccessful teaching in Bangladesh's universities. Therefore, teachers' reluctance to present creative lessons, their arbitrary approach to content selection, and overlooking the adaptation of authentic materials negatively impact students' learning and implicitly undermine the teacher's effectiveness in teaching practices.

Therefore, understanding how EFL students at Bangladeshi universities view effective English teachers is essential for enhancing teaching practices and learning outcomes. These insights can inform the development of learner-centric teaching approaches and teacher training programs.

1.2 Statement of Problem

In Bangladesh's tertiary English classes, EFL instructors often use Bengali (L1) to introduce new lessons to engage students and reduce foreign language learning anxiety for students with poor English skills. Despite English being the medium of communication in academia in most EFL contexts, L1 is widely used in English classes (Mirza et al., 2012). Traditional teaching methods, outdated and ineffective syllabi, and untrained teachers affect English language education negatively (Amin, 2019). According to Haque (2022), poor course design and insufficient practice opportunities have left many graduates with inadequate English proficiency.

There is a severe shortage of qualified EFL teachers in Bangladeshi universities, worsened by disparities in quality (Haque, 2022; Amin, 2019). Though many initiatives have been taken to improve the quality of teaching, teachers' effectiveness remains problematic due to teachers' limited knowledge in advanced learning tools, inadequate professional development opportunities and insufficient infrastructural development in the Bangladeshi EFL context (Aorny et al., 2022; Talukder & Sikder, 2024). Bangladeshi EFL teachers encounter specific challenges, such as translanguaging due to learners' limited English proficiency (Mirza et al., 2012), ineffective teaching methods (Amin, 2019), and insufficient training (Quadir, 2021). Therefore, learners and administrators have differing views on effective EFL teachers. However, students' perspectives are crucial as they are the primary stakeholders. An effective EFL teacher requires pedagogical skills, content knowledge, and socio-affective abilities (Park & Lee, 2006). Also, different research highlights the significance of communicative competence, classroom management, emotional intelligence, and students' engagement for teacher effectiveness (Woolfolk, 2007; Berman, 2015; Munna & Kalam, 2021). However, the perceptions and needs of EFL learners regarding effective teachers at Bangladeshi universities are insufficiently addressed in the literature.

Moreover, students' perceptions of what makes an English teacher effective may vary based on students' gender, their academic achievement levels (Park & Lee, 2006), and teaching-learning context (Ghafar & Lestari, 2023). While previous studies have explored the general characteristics of effective teachers (Chen & Lin, 2009; Ghasemi & Hashemi, 2011; Hajizadeh & Salahshour, 2014), limited research has examined how these factors shape students' perspectives. Therefore,

this study investigates how gender, achievement groups, and academic context influence EFL students' perceptions of an effective English language instructor.

Understanding this gap is crucial for implementing effective teaching strategies and teacher-training programs to develop the effectiveness of English teachers. In addition, research that broadly reflects global perspectives may not account for Bangladesh's unique socio-cultural and educational contexts. Thus, this gap warrants critical examination as understanding Bangladeshi EFL learners' perceptions of their teachers will aid in designing relevant teacher training programs that meet local needs and improve English language education standards. Furthermore, this research offers practical guidelines for practitioners in EFL to influence policies and practices across universities in Bangladesh.

1.3 Research Objectives

General objective

- To explore EFL learners' perceptions about effective English language teachers at universities in Bangladesh.

Specific objectives

- To explore how teaching context affects EFL students' views on university English teachers in Bangladesh.
- To differentiate male and female learners' views on effective English teachers.
- To examine whether perceptions of high-achieving students about effective English teachers differ from those of low-achieving students.
- To examine whether public university students view effective English teachers differently from private university students.

1.4 Research Questions

General question

- What are the perceptions of EFL students about effective English language teachers at universities in Bangladesh?

Specific questions

- How does the teaching and learning environment affect EFL students' perceptions of the effectiveness of English language teachers at universities in Bangladesh?
- To what extent are male students' perceptions of effective English language teachers different from those of female students?
- To what extent do the perceptions of effective English language teachers differ between high-achieving and low-achieving students?
- To what extent do perceptions of effective English language teachers differ between public and private university students?

1.5 Rationale of the study

This study explores EFL learners' perceptions of effective English language teachers in Bangladeshi universities. Previous research has examined English language teaching and the link between teacher quality and student performance in Bangladesh (Mirza et al., 2012; Amin, 2019; Khan & Rahaman, 2017). Yet, no studies focus specifically on effective language teachers from the perspective of tertiary learners. While research exists in other countries like Norway (Vattøy & Smith, 2019), Korea (Barnes & Lock, 2013), and Indonesia (Febriyanti, 2018), Bangladeshi studies on this topic remain scarce.

1.6 Significance of the study

The shortage of effective English teachers at the tertiary level in Bangladesh hampers EFL learners' academic success. This study examined EFL students' perceptions of teacher effectiveness in universities, comparing local views with global findings to reveal differences and similarities in teacher effectiveness. It proposed a model for EFL teachers focusing on students' academic needs to enhance English proficiency among university students. Moreover, it provided targeted suggestions for teacher training, evaluation, and pedagogical development to improve tertiary-level English education. Finally, practical recommendations were given to educators, administrators, and policymakers to elevate English teaching quality in Bangladesh universities.

1.7 Limitations of the Study

The study has some limitations, as it was conducted at only four universities in Bangladesh to collect data on students' perceptions of effective English teachers by surveying 152 EFL learners and interviewing only eight students. The researcher selected two public and two private universities to investigate potential differences in teaching-learning contexts and learners' perceptions. However, these universities do not represent all other universities in Bangladesh. Including more universities in Bangladesh could have resulted in richer and broader data. Additionally, the data were collected once in a short period. Conducting the study longitudinally over a more extended period would lead to more authentic and reliable responses. Another study limitation was that the data were self-reported and collected through a structured questionnaire and an interview schedule. Nevertheless, more authentic and dependable data could be gathered if some English classes at those universities were observed. Conducting this research was also challenging. First, connecting with public university students to understand their views on effective English language teachers proved quite difficult, as the researcher lacked any strong personal or institutional networks with students from public universities. Furthermore, the researcher noted a reluctance among students from both private and public universities to complete the survey, particularly among private university students. This reluctance can potentially hinder the data collection process. Future studies in this area could address the aforementioned limitations.

Chapter 2

Literature Review

2.1 Introduction

This study explores EFL learners' views on effective English teachers at the tertiary level in Bangladesh. This chapter reviews existing literature on effective English teachers and identifies research gaps. The literature review is divided into 13 parts, which will be discussed in subsequent sections.

2.2 Importance of the English Language

In today's globalized world, English acts as a lingua franca, offering access to opportunities in international business and education (Chugai, 2022). Lai (2005) notes that students learn English for both integrative and instrumental reasons, seeing it as a symbol of power and a route to higher studies and international communication (Mee-ling, 2009; Majumder, 2005). Abbas et al. (2021) emphasize that English proficiency is essential for global employment and academic success, as most international conferences are in English.

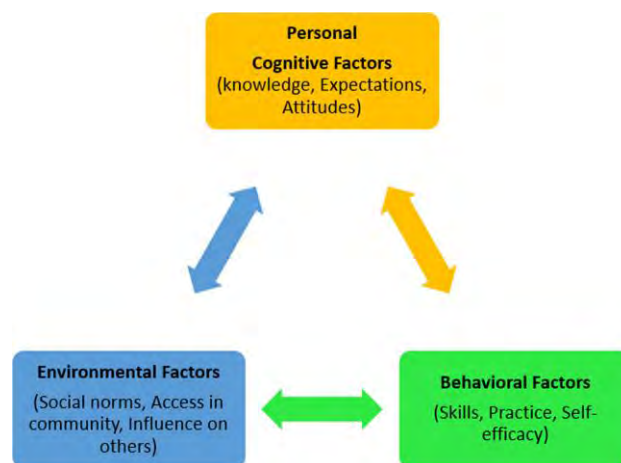
Evidence indicates that Bangladeshi students lack English skills, which hampers their employment opportunities. Sultana (2016) argued that proficiency expands learners' career options, while Sahan and Sahan (2024) suggested that using English in higher education enhances students' language competence and employability.

Research highlights the importance of English proficiency for academic success. Engineering students from Turkey and Nepal require strong English skills to reach their educational and career objectives (Gozüyeşil, 2014; Shrestha et al., 2015). Additionally, Al Mamun et al., (2012) show that Bangladeshi university students view English as essential for building global networks and

improving career opportunities. Thus, English proficiency is critical for achieving academic and professional success in today's interconnected world.

2.3 Theoretical Framework

This study employs Albert Bandura's Social Cognitive Theory (SCT) to examine EFL learners' perceptions of effective English language teachers at universities in Bangladesh. SCT posits that learning occurs through the dynamic interplay of personal, behavioral, and environmental factors (Bandura, 1986; Schunk & DiBenedetto, 2020). Specifically, the individual segment includes one's beliefs, emotions, attributes, and perceptions (Schunk & Usher, 2019). The behavioral segment encompasses a sense of responsibility, dedication, prioritization of task activities, persistence in problem-solving, decision-making, motivation for achieving outcomes, and environmental regulation. The key aspect of the behavioral process is self-efficacy, which refers to a person's belief in their ability to complete tasks and achieve long-term goals (Bandura, 1997). The social environment includes the social and cultural factors surrounding individuals, such as the influence of teachers, parents, or peers (Schunk & DiBenedetto, 2020).



Social Cognition Theory Basic Diagram

Students' achievements, gender, and learning environments in Bangladesh significantly influence tertiary-level students' perceptions of effective English teachers. For instance, high-achieving

students' perceptions of a teacher's effectiveness could differ because of confidence developed through past successes. Again, there is also a gendered difference; societal expectations mold male and female students' preferences toward different kinds of teachers.

Additionally, the educational environment, which includes classroom interactions and institutional support, significantly affects students' overall learning experiences. Utilizing Social Cognitive Theory (SCT), this research examines how these factors influence university students' perceptions of effective English teachers, enhance pedagogical practices, and address educational issues in Bangladesh.

2.4 Characteristics of Effective Teachers in General

Teacher effectiveness hinges on teachers' characteristics, including subject knowledge, communication skills, adaptability, empathy, and engagement. Effective teachers are viewed as having strong interpersonal skills, demonstrating understanding, and motivating students. Clement and Rencewigg (2019) and Lupascu et al. (2014) note that Indian students see effective teachers as those with good content knowledge, humor, and an unbiased attitude. Kalay (2017) describes teachers as integrating personal qualities with academic excellence, while Woolfolk (2007) and Emran (2025) see teachers as problem solvers, reflective thinkers with strong emotional intelligence and higher order thinking ability. Effective teachers assess students' comprehension and identify learning gaps (Rahman et al., 2021). They also use rubrics to enhance students' self-regulation through goal-setting and self-assessment (Wang, 2016). Begum (2019) points out that effective teachers promote learner autonomy to boost cognitive abilities.

Research shows that expertise in subject matter, energetic demeanor, and strong interpersonal skills is crucial for teacher effectiveness (Singh et al., 2013). Teachers with strong subject-matter knowledge can deliver lessons through diverse and effective strategies that help students to develop a deeper understanding of the content and also achieve academic excellence (Kleickmann et al., 2013).

Gafar and Lestari (2023) propose that constructive feedback and project-based learning can improve students' views of effective teachers. Alzubi (2022) highlights the significance of a

teacher's personality, instructional methods, language, and subject mastery in influencing students' academic and communication abilities. Munna and Kalam (2021) argue that educators must adapt strategies to boost students' engagement and address challenges. Therefore, students expect teachers to foster collaboration, incorporate real-life examples, and ensure clear understanding of the subject matter in the classroom. Berman (2015) notes that effective educators prioritize communication and self-efficacy to enhance teaching performance in classroom setting. Koutsoulis (2003) identified 94 traits of effective educators, including personal characteristics and teaching skills. Ongoing professional development is essential for teacher effectiveness (Kwangsawad, 2017). Raqib (2019) emphasizes that teachers need pedagogical training to apply techniques fostering academic success in Bangladesh's private universities.

Effective teachers are open-minded, attentive to students' proficiency and gender, and foster strong relationships between teachers and students (Wirantaka & Wahyudianawati, 2021; Chen & Lin, 2009). Students value teachers who are patient, kind, humorous, and capable of clearly explaining the subject matter (Huang, 2010; Elthia et al., 2022). Mastery of the subject, effective teaching strategies, and the ability to leverage technology are vital in motivating students (Al-Mahrooqi et al., 2015).

2.5 Teachers Effectiveness in EFL Classroom

A combination of factors—effective instructional strategies, technology integration, creation of a collaborative learning environment, teacher-student rapport, provision of individualized feedback, and cultural needs—bring about teacher effectiveness in EFL context. These elements have much to do with improving students' learning outcomes and nurturing academic growth.

Teacher effectiveness is defined by practices that enhance learning (Ferguson & Danielson, 2015; Seidel & Shavelson, 2007). Gates (2011) states that teachers seem adequate when they foster more profound learning opportunities. Effective teachers create engaging environments using role-play, exploration, reinforcement, and real-life materials (Hamre et al., 2013). In fact, Reza Adel and Azari Noughabi (2023) found that a successful EFL teacher should have a combination of content, experience, and teaching practices. In line with this principle, Shariatifar et al. (2017) stated that

knowing teaching methods and approaches, teaching strategies, managing large and mixed-ability classes, theories of language acquisition, and age-appropriate pedagogy contributes to a teacher's effectiveness in the EFL classroom.

In Bangladesh, Islam et al. (2023) highlight that teacher effectiveness can be evaluated through self-assessment and classroom observation, reflecting students' learning performance. An effective teacher nurtures a growth mindset, encourages students to take risks, and supports collaborative learning (Paolini, 2015; Macsuga-Gage et al., 2012). Teachers are seen as more effective when they promote critical thinking and problem-solving by introducing diverse assessments (Islam & Ahmed, 2018; Poddar & Mizan, 2020).

In Bangladesh, an effective English teacher means someone who skilled in communicative language teaching and technology (Parvin & Salam, 2015). Educators must adapt to diverse teaching techniques to teach the varied learning styles (Jony, 2016). A strong teacher-student rapport creates a positive environment where communication skills and critical thinking thrive (Weimer, 2010). Therefore, continuous professional development enhances teachers' productivity (Jewel et al., 2020).

Challenges persist in Bangladesh, such as teachers' authoritarian behavior, limited resources, and a shortage of trained instructors hinder teacher effectiveness (Rahman & Pandian, 2018; Alam, 2018). Despite effective policies, the scarcity of qualified teachers remains a significant barrier to ensure quality education (Al Amin & Greenwood, 2018; Islam et al., 2023). Teachers' instructional methods, personalities, and classroom management skills significantly affect students' motivation and language learning (Quadir, 2021). Moreover, teachers in Bangladesh often lack adequate training, evaluation, effective pedagogies, and academic resources to meet curriculum challenges (Karim et al., 2018; Islam, 2015; Hasan et al., 2024).

2.6 Impact of Teacher Effectiveness on Students' Achievement

The teacher's efficacy influences a student's academic achievement and the teaching culture of institutions. Beck (2014) found that teachers with high self-efficacy manage classrooms

effectively, adopt diverse methodologies, and foster higher-order thinking, benefiting academic outcomes. Educators' qualities and subject knowledge enhance students' performance, while ineffective teachers can negatively impact low achievers (Khan & Rahaman, 2017). Metruk (2021) discovered that teachers with strong efficacy convictions improve students' annual grades. Waelateh et al. (2019) noted that a teacher's traits, skills, cultural understanding, and language proficiency positively affect students' learning and achievement. Research by Mergler and Tangen (2010), Gulistan (2017), and Shahzad and Naureen (2017) show that students excel when teachers are confident in their pedagogy, consider learners' preferences, provide feedback, create supportive environments, and build positive relationships.

Students perceive teachers as more effective when they prioritize learning through continuous assessment, as it fosters students' creative thinking rather than encouraging rote memorization for examinations (Tong & Adamson, 2015). Metzler and Woessmann (2012) concluded that academic success relies heavily on teachers' subject knowledge. Mojavezi and Tamiz (2012) found a significant correlation between teachers' self-efficacy and student excellence, promoting dynamic changes in language education. Kim and Seo (2018) meta-analysis indicated that academic success is influenced by teacher's efficacy and factors like comprehension abilities and the curriculum. A language teacher should possess digital literacy to transform dependent and passive learners into active and autonomous learners. Thereby, incorporating new media, teachers can foster participatory, engaging, and enthusiastic learning experiences (Hasan et al., 2020). Moreover, teachers should teach learners to integrate advanced learning tools into the teaching-learning process meaningfully and ethically (Munni & Rafique, 2023).

Prior studies challenge Abbasi and Mir's (2012) findings, highlighting that a teacher's skills, classroom environment, and student ethics are crucial for enhancing academic performance. Khan and Rahaman (2017) found that learners' self-efficacy significantly impacts educational success, regardless of teacher qualifications. Additionally, students' self-motivation and self-regulation positively affect their educational outcomes (Mega et al., 2013).

2.7 Impact of Teacher Effectiveness on High and Low-Achieving Students

Students' competency levels shape their perceptions of teacher effectiveness. Researchers categorize effective teachers into three groups: content knowledge, pedagogical knowledge, and socio-affective skills (Park & Lee, 2006; Singh et al., 2013; Alzeebaree & Zebaree, 2021). Low-achieving students prioritize pedagogical knowledge and socio-affective skills, expecting teachers to integrate various learning theories. In contrast, high-achieving students focus on teachers' strong content knowledge to develop their learning skills (Park & Lee, 2006; Ghasemia & Hashemi, 2011; Lupascu et al. 2014). Chen and Lin (2009) define effective teachers in terms of instructional competence, personality, and teacher-student relationships. Differences exist between high- and low-attachment students in these areas. High-achieving students see professionalism as crucial, while low-achieving students seek motivation and explicit instruction from teachers. Furthermore, high-achieving students value closer teacher relationships than low-achieving students.

2.8 Students' Perceptions of Teacher Effectiveness Based on students' Gender

The gender of students might shape the perceptions of teacher effectiveness. Studies reveal differences in male and female students' views on language teacher effectiveness. Shishavan (2010) found that females emphasized using English, reducing affective barriers, and using task-based methods, while males preferred their native language. Metruk (2021) noted males valued adaptable, confident, and knowledgeable teachers, while females highlighted modesty, creativity, and diversity appreciation. Mahmoud and Thabet (2013) found females prioritized emotional intelligence and eloquence, while males focused on teaching skills and teacher qualifications.

A study by Park and Lee (2006) showed that Korean male students valued socio-affective skills and teachers' English cultural knowledge, humor, and teaching methods, while female students emphasized motivation, articulation, and equity. Ghasemi and Hashemi (2011) found that males preferred humorous teachers, while females focused more on articulation and fairness. Chen and Lin (2009) also noted that females valued teacher rapport and positivity, whereas males prioritized mutual respect and morals.

Not all studies find significant gender differences. Zamani and Ahangari (2015) and AlTameemy (2019) saw no discrepancies in male and female perceptions of effective language teachers. Similarly, Wichadee (2010) and Zadeh (2016) reported no notable gender polarization regarding teacher effectiveness. These findings imply that gender may influence views on teacher effectiveness, but differences aren't always statistically significant.

2.9 Students Perception of Teacher Effectiveness based on Teachers' Age and Experience

Teacher effectiveness might depend on the teacher's age and experience. Research indicates that teachers aged 31-50 demonstrate superior teaching skills compared to those aged 21–30. Experienced educators employ diverse strategies to boost students' critical thinking (Ismail et al., 2018). Ünal and Ünal (2012) found that older teachers exhibit more innovative skills and better classroom management than younger ones. Additionally, a teacher's age influences student performance, with older educators facilitating learning more effectively than newer teachers (Nyagah & Gathumbi, 2017). These findings support earlier studies (Onyekuru & Ibegbunam, 2013). Experienced teachers are typically more knowledgeable, productive, and adept at management than their less skilled peers (Fatma & Tugay, 2015).

Previous studies contradict Rajammal and Muthumanickam (2012), indicating that a teacher's experience and age do not impact effectiveness among novice (under 30), middle-aged (30-40), and older teachers (over 40). This aligns with Merc and Subaşı (2015), who found experienced teachers faced classroom management challenges. Additionally, a survey by Rahman and Parveen (2006) showed that teachers' ages and experiences do not influence students' learning outcomes in Bangladesh.

2.10 Students Perception of Teacher Effectiveness Based on Teachers' Gender

Research shows that a teacher's gender can affect students' academic performance due to differing teaching styles. In India, Chudgar and Sankar (2008) found male and female teachers have varied pedagogies, with female teachers excelling in language. The study suggested that more female teachers could improve learning outcomes for female students. Hwang and Fitzpatrick (2021) also found that female teachers enhanced academic performance in math for both boys and girls in elementary and middle school. Still, no gender-matching effect was noted in English courses.

Winters et al. (2013) showed that teacher-student gender matching influenced math and English outcomes, with female teachers empowering secondary students. Gender congruence affected math performance but not English language learning. In contrast, Antecol et al. (2015) found that unprepared female elementary teachers harmed their female students' math achievement. This effect disappeared with competent teachers. Lastly, Ünal and Ünal (2012) found no significant differences in classroom management between male and female teachers.

2.11 Impact of Teaching-Learning Context on Teacher Effectiveness

A supportive classroom is vital for boosting student self-esteem and educational success. Teachers play a key role in creating an inclusive environment that reduces anxiety and enhances learning outcomes. To achieve this, they must address academic and personal challenges while designing curricula for diverse skill levels (Shishavan, 2010). Ghafar and Lestari (2023) noted that the classroom environment influences teacher effectiveness, while inclusivity fosters student achievement. Zaman (2015) and Ali et al. (2020) stated that strong teacher-student relationships foster a motivating and anxiety-free learning space.

Teachers' enthusiasm and open discussions foster a productive learning environment (Abbasi & Mir, 2012). Integrating technology enhances creativity in teaching practices and motivation, making learning more enjoyable (Altun & Ahmad, 2021; Ahmadi, 2018). Additionally, academic

growth requires proper infrastructure, including modern classrooms facilities, multimedia tools, and resourceful libraries (Yangambi, 2023; Alam et al., 2023).

Significant challenges persist in Bangladesh due to inadequate infrastructure, outdated teaching methods, and a lack of support hinders learning (Rahman & Parveen, 2006; Alam et al., 2023). Studies by Karim (2018) and Jamal (2018) show that resource shortages, unqualified teachers, and rigid curricula harm student performance, particularly in primary and secondary education. These findings are consistent with Getie (2020), who found that classroom size, seating, and teaching materials affect students' English language learning in EFL context.

2.12 Comparative Studies

Comparative analyses of students' perceptions of EFL instruction across nations reveal disparities in teacher effectiveness. Liakopoulou (2011) highlights the importance of teacher flexibility, diverse methods, and understanding students' needs. Research by Demirm and Sonmez (2021) and Tarajová and Metruk (2020) emphasize the teachers' need for digital literacy and collaborative skills in twenty-first-century education. These trends highlight the urgent need to advance teacher training programs (Hasan et al., 2018). However, these studies may not fully capture the sociocultural context of Bangladesh, where translanguaging and unprepared teachers are issues (Mirza et al., 2012; Quadir, 2021).

In Bangladesh, the gap between international studies and local challenges is evident. While global studies highlight methodological competence and student-teacher relationships (Shishavan & Sadeghi, 2009; Wirantaka & Wahyudianawati, 2021), local teachers face challenges like inadequate teaching methods and training (Amin, 2019; Quadir, 2021). Localized research is crucial for improving EFL education. Understanding students' perceptions enables educators to tailor training programs to meet specific needs, enhancing English language education quality. This research can inform policies and practices in similar contexts, fostering teacher effectiveness, teaching strategies, and resources.

2.13 Gaps in the Literature

Earlier studies show that English proficiency is vital for success in job sectors and academia in Bangladesh (Sultana, 2016). However, how to improve students' language learning proficiency by effective teachers still remains unclear. For example, Sultana (2016) and Hussain (2018) linked English proficiency to job prospects, but lack discussion on teacher effectiveness in a tertiary-level EFL context like Bangladesh. Furthermore, Khan and Rahaman (2017) investigated whether the attributes of English language teachers impact students' learning excellence. Still, they did not address what an effective teacher means according to the students. Monira (2022) studied students' perceptions regarding the ineffectiveness of English courses at the university level. However, she did not address what makes a teacher effective from the perspective of those students.

While Al Mamun et al. (2012) and Mbuh (2017) investigate students' attitudes toward English learning, few studies address students' concerns regarding effective English teachers in shaping Bangladeshi tertiary-level students' academic performances and professional achievements. Furthermore, socio-emotional skills, knowledge of subject matter, and teaching techniques are considered crucial for being a skillful teacher in studies conducted in different parts of the world (Mahmoud & Thabet, 2013; Park & Lee, 2006; Ghasemi & Hashemi, 2011; Chen & Lin, 2009). However, there is a paucity of research regarding effective English teachers and their attributes from the perspectives of EFL learners in Bangladesh.

Previous studies on this topic have primarily employed either quantitative or qualitative methods, with participants typically consisting of either educators or students (Park & Lee, 2006; Alzebaree & Zebaree, 2021; Metruk, 2021; Kourieos & Evripidou, 2013). In contrast, the present study focuses on students' perceptions of teacher effectiveness. The researcher adopts a mixed-methods approach that integrates quantitative and qualitative data collection and analysis to address this gap and achieve a more comprehensive understanding. Quantitative data evaluate teachers' content knowledge, pedagogy, and socio-affective skills as crucial dimensions of an effective English language teacher (Park & Lee, 2006; Mee-ling, 2009). Qualitative data investigate students' experiences by examining teachers' motivational factors, assessment, teaching contexts, and strategies (Hajizadeh & Salahshour, 2014). This method highlights best practices for the educators

of Bangladesh, leading to interventions that better prepare students for academic and career success.

2.14 Chapter Summary

Literature offers insights into EFL students' perceptions of effective teachers, especially among Bangladeshi students. Research highlights that understanding these perceptions is crucial for enhancing the effectiveness of English instructors. Bangladeshi students prioritize pedagogical skills, personal character, and constructive feedback (Khan & Rahaman, 2017). Additionally, socio-cultural factors like gaps in teacher training demand a localized EFL education approach in Bangladesh (Quadir, 2021).

Chapter 3

Methodology

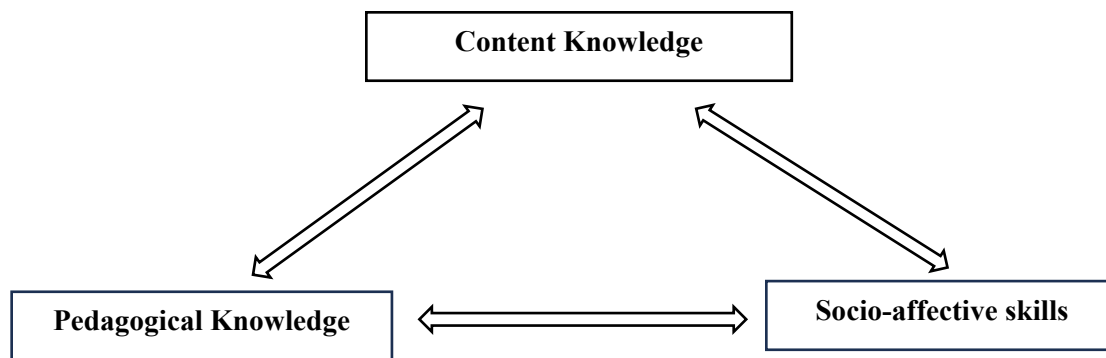
3.1 Introduction

This chapter outlines the research methodology for investigating EFL students' views on effective English teachers at Bangladeshi universities. It details the research design, sampling methods, and procedures. The chapter also discusses research instruments and the data collection process, followed by a detailed explanation of data analysis. Finally, it addresses ethical considerations related to this research.

3.2 Research Design

The researcher used a concurrent mixed-methods approach to collect extensive quantitative and qualitative data on key questions. Creswell and Creswell (2017) define this method as integrating qualitative and quantitative data to understand the research problem comprehensively. This approach offers a broad overview by considering participants' feelings and perspectives (Malina et al., 2011). The study involved surveying 152 students and interviewing eight students, using a questionnaire with 16 prompts with a five-point Likert scale and a semi-structured interview protocol from four universities in Bangladesh. To ensure reliability and validity, the survey was developed in three stages per DeVellis (1991): categorizing statements, evaluating them by a scholar, and selecting final items.

The researcher prepared a 35-point survey to understand EFL learners' perceptions of teacher effectiveness at four Bangladeshi universities. Initially, the survey questionnaire was categorized into three sections: content knowledge (15 items), pedagogical knowledge (10 items), and socio-affective skills (10 items), in order to examine the teacher effectiveness across each domain.



Additionally, 10 qualitative questions were developed for the first research question. In the second stage, the draft survey questionnaire was revised based on the supervisor's feedback. As a result, 16 items were finalized for the survey questionnaires.

Four questions were removed from the interview questionnaire per the supervisor's suggestion, leaving six for data collection. The researcher piloted the questionnaire with three students before interviewing mainstream learners. The pilot aimed to assess clarity, administration time, and adjust items based on feedback (Van Teijlingen & Hundley, 2001).

3.3 Sampling

The study examined EFL learners' views on effective English teachers in Bangladesh's higher education. Data was collected from two public and two private universities, two in Dhaka and two outside it. Patton (2015) noted that purposeful sampling seeks information-rich cases for deeper insights. Following this, Van Manen (2023) stated participants were chosen for their knowledge and verbal skills to represent specific groups with descriptive details.

3.4 Participants

The researcher collected data from 152 students across (N=152) four Bangladeshi universities: BRAC University (n=19), Comilla University (n=59), Noakhali Science and Technology University (n=57), and University of Liberal Arts Bangladesh (n=17). The survey collected participants' demographic data, including gender, academic affiliation, departments, current

CGPA, and academic years. Furthermore, the survey included 88 female and 64 male students, with 131 high achievers and 21 low achievers. Participants comprised 35 private university and 117 public university students, all of whom had completed at least one fundamental language course. Thus, 51 students were in the second year, 34 in the third year, and 67 were in the final year, with different academic disciplines.

Eight students—four females and four males—participated in the interviews, with one male and one female from each university: BRAC University, Comilla University, Noakhali Science and Technology University, and University of Liberal Arts Bangladesh. Informed consent forms were signed before the interviews.

3.5 Context of the study

The researcher surveyed students from two renowned universities in Dhaka and two from outside the city. Two of these four universities were public, and two were private. The survey was conducted among second, third, and final-year university students.

3.6 Research Instrument

The research instrument was distributed via Google Forms to tertiary-level learners. The survey used a 'Likert scale' with statements adapted from established teacher effectiveness instruments (Shishavan, 2010; Shishavan & Sadeghi, 2009; Moradi & Sabeti, 2014; Park & Lee, 2006). Each statement provided five options: strongly disagree, disagree, neutral, agree, and strongly agree, ranked from 1 to 5 points. The survey consisted entirely of multiple-choice items, considered "one of the most useful objective item types" (Heaton, 1975, p 14).

The Google form gathered information about students' gender, institution name, year of study, and CGPA scores, which ranged from below 3.00 to above 3.00.

The researcher designed six interview questions for university students for qualitative analysis, favoring this approach because it involves understanding phenomena through ongoing interaction with the data (Mackey & Gass, 2012).

3.7 Data Collection Procedure

Data were collected via a structured questionnaire distributed to students through Google Forms. According to Gürbüz (2017), surveys gather demographic and opinion data from the same groups. The researcher intended to include equal numbers of students from all four universities, but this was impossible due to availability. Thus, students participated voluntarily, and data were collected through a self-reported questionnaire with the cooperation of faculty members from various programs at these universities.

Among the interviewees, there were four males and four females. The interviews, conducted via Google Meet, lasted about 40 minutes each. Participants were unaware of the questions beforehand. The researcher clarified the questionnaires and occasionally asked supplementary questions for authentic responses. Notes were taken for data analysis. Interviews were conducted in the participants' native and target languages, recorded with consent, and later transcribed. Students were assured of confidentiality and anonymity.

To conclude, the researcher has examined these two distinct research techniques (survey and interview) together to create a clear picture, enabling the researcher to develop reliable results and conclusions.

3.8 Reason behind choosing public and private universities

Two public and two private universities were selected to investigate whether various teaching-learning environments affect students' views on effective English language teachers. Furthermore, the researcher intends to triangulate the data by considering perspectives from both public and private universities.

3.9 Method of Data Analysis

A research study's effectiveness relies on a data analysis framework aligned with its questions. The author used a mixed methods approach, combining qualitative and quantitative data to understand the research problem thoroughly (Creswell & Creswell, 2017).

Quantitative data from the questionnaire survey were analyzed using descriptive statistics, such as percentage calculations and frequency. The data were systematically compiled in an Excel spreadsheet, including students' gender, achievement groups, and institution type were used as independent variables for analysis. The researcher chose a quantitative approach to perform statistical analyses to determine whether these variables influenced EFL learners' perceptions of effective English language teachers at universities in Bangladesh.

Qualitative data were recorded, transcribed into English, and thematically analyzed per Braun and Clarke (2006). Thematic analysis efficiently reveals participants' perspectives, highlights similarities and dissimilarities, and produces unexpected insights (Nowell et al., 2017). The researcher collected opinions through interviews, identified perspective similarities and differences, and developed themes.

The researcher used methodological triangulation, employing quantitative methods with questionnaires and qualitative methods through semi-structured interviews to analyze data. As Cohen et al. (2002) defined triangulation, it involves using multiple data collection methods to study human behavior. This approach mitigates bias from relying on a single method and enables data comparison. Thus, mixed methods offered insights into subjective and objective realities.

3.10 Thematic Matrix for Triangulation

SL Number	Research Questions	Instrument	Research Themes
1	—How does the teaching and learning environment affect EFL students' perceptions of the effectiveness of English language teachers at universities in Bangladesh?	Semi-structured interview	– Content knowledge for teacher effectiveness –Pedagogical knowledge for teacher effectiveness –Impact of teachers' feedback and assessment strategies on students' performances. –Socio-affective skills for teacher effectiveness –Impact of teaching-learning context on teacher effectiveness
2	—To what extent are male students' perceptions of effective English language teachers different from those of female students?	Survey questionnaire	–Content knowledge –Pedagogical knowledge –Socio-affective skills
3	—To what extent do the perceptions of effective English language teachers differ between high-achieving and low-achieving students?	Survey questionnaire	–Content Knowledge –Pedagogical knowledge –Socio-affective skills

4	—To what extent do perceptions of effective English language teachers differ between public and private university students?	Survey questionnaire	–Content Knowledge –Pedagogical knowledge –Socio-affective skills
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3.11 Ethical Issues and Concerns

While gathering data, the researcher adhered to essential research ethics for scientific integrity, human rights, and collaboration. They balanced research aims with ethical methodologies to ensure reliable findings. Violating these ethics undermines research credibility, even if a hypothesis benefits society, as it cannot compromise participants' rights or dignity (Barrow et al., 2017).

The researcher ensured participants were not harmed and correctly cited all references to avoid plagiarism. The data collected was used solely for analysis, and respondents' identities were kept confidential.

Chapter Four

Findings

4.1 Introduction

In this chapter, the researcher presents and discusses the results of the students' survey and semi-structured interview.

4.2 Demographic Information

The researcher presents the participants' demographics and analyses the data in two phases. First, a survey was conducted with 152 students from private and public universities in Bangladesh.

Table 1 Demographic Profile of the Respondents

Variables	Values	Percentage (%)
Gender	Male	42.4%
	Female	57.6%
Institutions	Private	23.2%
	Public	76.8%
Programs	Agriculture	1.3%
	Bangladesh and the Liberation War	0.7%
	Business Administration	5.3%
	Communication and Journalism	0.7%
	Computer Science and Engineering	4.0%
	Economics	2.0%
	English and Humanities	47.7%
	Education	0.7%

	Information and Communication Engineering	29.8%
	Management studies	0.7%
	Physics	0.7%
	Sociology	0.7%
	Department of Information Studies and Library Management	0.7%
	Mathematics and Natural Science	0.7%
Academic Year	2 nd	33.8%
	3 rd	22.5%
	Final	43.7%
Participants CGPA	3.00 (above)	86.1%
	3.00 (below)	13.9%

Table 4.1 shows participants' gender, institutions, programs, academic year, and grades. Of these, 42.4% were male and 57.6% female; 23.2% attended private universities, while 76.8% were from public ones. Among students, 33.8% were 2nd years, 22.5% 3rd years, and 43.7% in their final year across various disciplines. Finally, 86.2% had grades above 3.00, while 13.8% scored below this threshold.

4.3 Findings from In-depth Interviews

The qualitative analysis answered my first research question: "How does the teaching and learning environment affect EFL students' perceptions of the effectiveness of English language teachers at universities in Bangladesh?" The researcher identified and categorized significant points from the interview sessions with the respective participants for discussion.

4.3.1 Content Knowledge for Teacher Effectiveness

Both novice and experienced teachers teach English classes to meet learning needs. The following views emerged when students discussed their university learning experiences.

Teachers' subject expertise and experience

Students had contrasting views on English teachers' subject expertise and experience.

Participant 3:

"There is no visible difference I found between novice and experienced teachers' teaching process. But I noticed that experienced teachers provide a lot of resources and also present real-life examples than novice teachers to make us grasp the content."

Participant 4 reported:

"The teachers' who have years of experience in teaching can teach the students well and understand the students' strengths and weak points of learning whereas sometimes the new teacher faced an issue to deliver the content from different perspectives."

Enhancing communication through English and little translanguaging in EFL classroom

The following opinions were recorded about using English as a communication medium in the classroom.

"Since English is not our mother tongue, the teacher should make a balance between students' native language and the English language. The teacher can speak around 70% of the time in English and 30% in students' native language in the English language classroom. This strategy will help students to have a clear idea on the content and also help to develop their language proficiency." (Student 7)

On the other hand, another participant reported:

"The teacher should use English as the medium of communication and encourage students to do the same. Students may commit grammatical mistakes at the initial phase, but they become habituated to the exposure if the teachers correct their mistakes in a friendly manner." (Student 4)

4.3.2 Pedagogical Knowledge for Teacher Effectiveness

Effective English teachers employ various pedagogical techniques to achieve learning outcomes. When asked about their perspectives, the respondents highlighted the following ideas.

Using real examples and avoiding lecture-based teaching

One of the participants emphasized that real examples should be included in lessons.

“Teachers should use examples related to the content to simplify complex topics. I appreciate when our faculty uses real-life examples for clarity. However, I dislike one-way lecturing, where there’s little interaction or concern for students’ understanding.”
(Student 8)

Another participant viewed teacher effectiveness in terms of creativity and problem-solving:

“When teachers prioritize creative and problem-solving learning, it seems more effective to me. On the other hand, I found the class monotonous when the faculty deliberately gave the lecture without engaging the students in learning”. (Student 1)

Facilitating Self-directed learning

Most interviewees believed that effective teachers provide diverse learning resources to facilitate autonomous learning.

“Our faculty provided diverse learning resources for deeper understanding of the content and shared pre-learning materials to help us prepare and participate actively in class.”
(Student 5)

Giving a contrasting picture, another participant opined as follows.

“Our teacher hardly shared the resources (e.g. pdf file, article, webpages) as supplementary learning on the subject matter.” (Student 8)

Facilitating teacher-student and student-student interaction

Many participants believed learning outcomes are achieved when teachers provide students with interactive learning opportunities.

“Our faculty encourages us to share our thoughts and insights on class topics, as well as discuss subjects with classmates, which has been impactful for our learning.” (Student 5)

In this regard, one student emphasized the importance of questioning:

“Our faculty showed negative facial expressions when we frequently raised questions about topics that we didn’t perceive. Sometimes, he responded to our questions but often he ignored them.” (Student 4)

Valuing both content and language

Most students recognized that both language and content are essential for effective learning. Hence, effective teachers should focus on both the content and the language of students’ work.

Participant 3 in this regard stated:

“If the teacher only focuses on the content, our learning will be exam oriented and memorization based. In this regard, the teacher should focus on both content and language so that we can comprehend the subject matter knowledge while developing our language ability.”

A participant from an English department gave the following opinion.

“Our teachers prioritized language over content in English language courses. On the other hand, in content-based lessons, teachers emphasized the concept keeping language aside.” (Student 1)

Collaborative learning

While discussing their ideas about teacher effectiveness in terms of collaborative learning, respondents reflected on the following experiences.

“Our teacher never specified whether tasks should be done individually or in groups/pairs, but would accommodate students' preferences if they chose to work together.” (Student 2)

Whereas,

“Our faculty decides whether tasks are completed individually or in groups/pairs. The faculty emphasizes the importance of collaboration, using real-world examples like the need for teamwork in the job sector to prepare us for future workplace challenges.” (Student 6)

4.3.3 Impacts of Teachers' Feedback and Assessment Strategies on Students' Performances

Students expressed diverse opinions about the impact of teachers' feedback and alternative assessments on their academic performance.

Constructive feedback

Students have experienced various feedback strategies from their faculty. Some students emphasized the significance of constructive feedback from teachers to enhance learning.

“My faculty consistently provided feedback on every assessment and discussed the strengths, weaknesses, and also the reasons for score deductions when we sought clarification. This ongoing support helped me improve my learning.” (Student 8)

We also had a contrasting picture in this regard.

“Our teacher rarely provided feedback on in-course assessments. Therefore, we did not acknowledge our learning gap. With that gap, we sat for the final exam and didn't get a

good score on this course, which negatively impacted our overall academic grades.”
(Student 5)

Rubrics

Highlighting the usefulness of using rubrics for teacher effectiveness, the study's informants expressed the following opinions.

“Our teacher did not provide any clear writing structure for exams. During the class, we had to understand every teacher's individual preference for each course e.g. some teachers prefer descriptive writing and some are looking for specific answers in the exam script. In my first semester, I struggled to demonstrate appropriate writing in exam scripts.”
(Student 1)

In contrast, one of the participants opined:

“The teacher presented the rubrics in the class and explained he would assess our scripts by following the criteria of rubrics. This clarification helped us to understand the process of writing and encouraged us to think about our learning and also analyses our work to match the standard criteria of rubrics.” (Student 7)

Alternative assessment

A group of students preferred alternative learning assessments such as computer-based assessments, portfolios, and peer assessments. In this regard, they expressed interesting ideas.

“The teacher should bring diversity to the assessment system. Ensuring classroom infrastructure, the teacher can introduce the computer-based assessment where no human biases will appear. Also, the teacher can encourage the students to engage in journal writing and introduce the peer assessments with clear guidelines.” (Student 1)

On the contrary, another participant contended:

“Viva, podcast, documentary, and peer evaluation should be the part of learning assessment. Viva fosters critical thinking while podcasts and documentaries promote

creativity. Furthermore, we get to know each other's ideas in peer assessment and teacher should set the rubrics for maintaining reliability. In addition, computer-based assessment could be an authentic assessment since students will get the marks only on merit basis.”
(Student 7)

4.3.4 Socio-affective Skills for Teacher Effectiveness

In this study, teachers’ socio-affective skills incorporate the following elements: teachers’ rapport, empathy, sense of humor, and patience.

Teachers’ rapport

A student expressed that a positive relationship with the teacher had a powerful impact on the student's learning.

“Our course teacher tried to make a healthy relationship in the class and, we could easily raise questions if anything was unclear to us.” (Student 4)

On the other hand, student 3 said:

“In our class, the teacher maintained a positive relationship with the CR (Class Representative) or those who were attentive to the study. But those students were insincere about the study they were being detached from the teachers’ attention.”

Teachers’ empathy

Participants recommend that an empathetic teacher positively impacts their academic performance.

“Our course teacher tried to support us in both academic and non-academic matters. Sometimes he did counsel with irregular students in the class for being sincere in studies. Apart from that, our teacher sometimes took the make-up test if we didn't score well in class tests/assignments/quizzes.” (Student 1)

“The teacher should take care of the students’ emotional intelligence, like sickness or any bad news of students.” (Student 8)

Sense of humor and strictness

Students conveyed their ideas about the teacher's sense of humor and strictness.

"The teacher should make a balance between humor and strictness in the classroom. If a teacher always shows flexibility, he will lose the command of teaching. Occasionally, by cutting jokes the teacher can make the learning comfortable. By contrast, if the teacher is always in a serious mood as a result classroom learning can become monotonous."
(Student 2)

Another student expressed similar ideas:

"A teacher should have a sense of humor along with rigidness for effective class learning. A sense of humor does not mean that the teacher needs to crack a joke or do a funny activity in every single class. Rather than an introductory class the teacher can introduce him to the students in a friendly manner. From the first impression, students may get the idea that the teacher is non-intimidating and approachable." (Student 7)

4.3.5 Impact of Teaching-Learning Context on Teacher Effectiveness

The teaching-learning context included several sub-themes: academic curriculum and resources, classroom environment, teachers' foreign degrees and teachers' training.

Academic curriculum and resources

Several students claimed that their academic resources were crucial for meaningful learning.

"I have mixed feelings about my university teaching-learning culture. In the first semester, we received foundation courses that helped me to develop my basic skills. On the other hand, our library is not well equipped with books and desktops and has not yet started an online library for the students. Furthermore, we are not allowed to read our books in the library and there is no reading room as well. Regardless of cultural programs, workshops/seminars are arranged twice or thrice a year." (Student 1)

Another student expressed differently:

“I believe that my university provides the best support to promote convenient learning. Furthermore, our library is equipped with books, journals, digital media and comfortable seating and has the facility of an e-library. Furthermore, I am a member of a debate and language club where I have seen a bunch of programs arranged to teach the students real-life skills.” (Student 6)

Classroom environment

Most students raised concerns about the classroom environment and demanded it to be learner-friendly.

“Desktops and projectors were not utilized properly. And some of our classrooms are large whereas some are comparatively smaller. Smaller classrooms have mostly no impact on our learning as long as the course instructor is giving such an activity that requires enough space to move around. On the other hand, the distance between the teacher and students in a large classroom creates a problem in understanding the teachers’ instruction since there is no sound system in our large classroom.” (Student 8)

Other students disagreed:

“Our classroom is student-friendly according to the number of students where the teacher can easily monitor the students’ learning and also help them if they need. Even more, a sitting arrangement is feasible for group work.” (Student 6)

Teacher training

All students opined that training sessions are essential for fostering productive teaching.

“Universities should offer comprehensive teachers’ training programs for impactful teaching. Receiving the training, the teachers can reflect their knowledge into action in the classroom. Moreover, the teachers also need to know the different kinds of techniques and methods of teaching to meet the needs of the learners.” (Student 7)

Similar views arose from other participants.

“In our Bangladeshi context, universities are recruiting teachers who have a good CGPA or belong from a public university and many papers in reputed journals. Along with these things, the university authority should consider the teachers’ capabilities of teaching and offer a short-term training session for the teachers to facilitate the students towards effective learning.” (Student 6)

Teachers with foreign degrees

Quite a few students opined that effective teachers should have foreign degrees/education abroad. However, the majority of students perceived teachers as effective primarily based on their teaching competence.

“A foreign degree may exemplify that the faculty has wider knowledge from a different culture but that does not necessarily mean that this particular teacher is meant to be a good teacher. A good teacher is someone who is caring, compassionate and enthusiastic in teaching. So, I thought a foreign degree is valuable but it does not define the meaning of a good teacher.” (Student 6)

Other students have similar opinions.

“A teacher with a foreign degree may have different teaching methods, diverse teaching expertise and friendly use of technology which can play the best supportive role for the student's learning. However, having a foreign degree should not be mandatory for the sake of good teaching. Some of our teachers do not have a foreign degree but they know how to teach us properly.” (Student 5)

4.4 The Thematic Framework

Themes	Sub-themes	Codes	Supporting Quotes
Content Knowledge for Teacher Effectiveness	Teachers' subject expertise and experience	-Experience and efficiency go hand in hand -Experienced teachers include real examples with content -Novice teachers encounter challenges in understanding the students' proficiency level in delivering content compared to experienced teachers	<i>“There is no visible difference I found between novice and experienced teachers’ regarding their teaching process. But I noticed that experienced teachers provide a lot of resources and also present real-life examples than novice teachers to make us grasp the content.” (Student 3)</i> <i>“The teachers’ who have years of experience in teaching can teach the students well and understand the students’ strengths and weak points of learning whereas sometimes the new teacher faced an issue to deliver the content from different perspectives.” (Student 4)</i>
	Enhancing communication through English and little translanguaging in EFL classroom	-Proportional use of English and students’ native language based on class objectives and students' needs -Importance of communicating in the target language in the EFL classes	<i>“Since English is not our mother tongue, the teacher should make a balance between students’ native language and the English language. The teacher can speak around 70% of the time in English and 30% in students’ native language in the classroom. This strategy will help students to have a clear idea on the content and also help to develop their language proficiency.” (Student 7)</i> <i>“The teacher should use English as the medium of communication and encourage students to do the same. Students may commit grammatical mistakes at the initial phase, but they become habituated to the exposure if the teachers correct their mistakes in a friendly manner.” (Student 4)</i>

Pedagogical Knowledge for Teacher Effectiveness	Using real examples and avoiding lecture-based teaching	-Prioritizing content, incorporating practical examples rather than textbook-based teaching -Importance of creative learning with full-fledged student participation over one-way teaching	<i>“Teachers should use examples related to the content to simplify complex topics. I appreciate when our faculty uses real-life examples for clarity. However, I dislike one-way lecturing, where there’s little interaction or concern for students’ understanding.” (Student 8)</i> <i>“When teachers prioritize creative and problem-solving learning, it seems more effective to me. On the other hand, I found the class monotonous when the faculty deliberately gave the lecture without engaging the students in learning”. (Student 1)</i>
	Encouraging self-directed learning	-Sharing a range of diverse materials -Students’ demand for open resources	<i>“Our faculty provided diverse learning resources for deeper understanding of the content and shared pre-learning materials to help us prepare and participate actively in class.” (Student 5)</i> <i>“Our teacher hardly shared the resources (e.g. pdf file, article, webpages) as supplementary learning on the subject matter.” (Student 8)</i>
	Facilitating teacher-student and student-student interaction	-Listening to learners	<i>“Our faculty encourages us to share our thoughts and insights on class topics, as well as discuss subjects with classmates, which has been impactful for our learning.” (Student 5)</i> <i>“Our faculty showed negative facial expressions when we frequently raised questions about topics that we didn’t perceive. Sometimes, he responded to our questions, but often he ignored them.” (Student 4)</i>
	Valuing both content and language	-Simultaneous proficiency in language and content -Being selective while choosing any approach	<i>“I guess both (content and language) of them are necessary because whoever wishes to be an impactful teacher needs to have a concrete knowledge of content along with necessary language skills.” (Student 5)</i> <i>“Our teachers prioritized language over content in English language courses. On the other hand, in content-based lessons, teachers emphasized the concept keeping language aside.” (Student 1)</i>

	Facilitating collaborative learning	-Prioritize the student's preferences -Encouraging teamwork	<i>“Our teacher never specified whether tasks should be done individually or in groups/pairs, but would accommodate students' preferences if they chose to work together.” (Student 2)</i> <i>“Our faculty decides whether tasks are completed individually or in groups/pairs. The faculty emphasizes the importance of collaboration, using real-world examples like the need for teamwork in the job sector to prepare us for future workplace challenges.” (Student 6)</i>
Impacts of Teacher’s Feedback and Assessment Strategies on Students' Performances	Providing constructive feedback	-Consistent feedback and clarification for the improvement of learning -Poor feedback leads to poor performance	<i>“My faculty consistently provided feedback on every assessment and discussed the strengths, weaknesses, and also the reasons for score deductions when we sought clarification. This ongoing support helped me to improve my learning.” (Student 8)</i> <i>“Our teacher rarely provided feedback on in-course assessments. Therefore, we did not identify our learning gap. With that gap, we sat for the final exam and didn't get a good score on this course, which negatively impacted our overall academic grades.” (Student 5)</i>
	Using rubrics	-Informing students about task requirements -Presenting assessment criteria	<i>“Our teacher did not provide any clear writing structure for exams. During the class, we had to understand every teacher's individual preference for each course e.g. some teachers prefer descriptive writing and some are looking for specific answers in the exam script. In my first semester, I struggled to demonstrate appropriate writing in exam scripts.” (Student 1)</i> <i>“The teacher presented the rubrics in the class and explained he would assess our scripts by following the criteria of rubrics. This clarification helped us to understand the process of writing and encouraged us to think about our learning and also analyses our work to match the standard criteria of rubrics.” (Student 7)</i>
	-Applying alternative assessments	Using multiple assessment techniques and minimizing biases	<i>“The teacher should bring diversity to the assessment system. Ensuring classroom infrastructure, the teacher can introduce the computer-based assessment where no human biases will appear. Also, the teacher can encourage the students to engage in journal writing and introduce the peer assessments with clear guidelines.” (Student 1)</i>

		-Minimizing traditional assessment and including technological tools	<i>“Viva, podcast, documentary, and peer evaluation should be the part of learning assessment. Viva fosters critical thinking while podcasts and documentaries promote creativity. Furthermore, we get to know each other's ideas in peer assessment and the teacher should set the rubrics for maintaining reliability. In addition, computer-based assessment could be an authentic assessment since students will get the marks only on merit basis.”</i> (Student 7)
Socio-Affective Skills for Teacher Effectiveness	Developing rapport	-Maintaining a positive relationship with students	<i>“Our course teacher tried to make a healthy relationship in the class and we could easily raise questions if anything was unclear to us.”</i> (Student 4)
		-Avoiding favoritism	<i>“In our class, the teacher maintained a positive relationship with the CR (Class Representative) or those who were attentive to the study. But those students were insincere about the study they were being detached from the teachers’ attention.”</i> (Student 3)
	Being empathetic	-Having a supportive attitude for impactful teaching	<i>“Our course teacher tried to support us in both academic and non-academic matters. Sometimes he did counsel with irregular students in the class for being sincere in studies. Apart from that, our teacher sometimes took the make-up test if we didn't score well in class tests/assignments/quizzes.”</i> (Student 1)
		-Understanding the psychological aspects of learning	<i>“The teacher should take care of the students’ emotional intelligence, like sickness or any bad news of students.”</i> (Student 8)
	Sense of humor and strictness	-Maintaining a balance between humor and rigidity	<i>“The teacher should make a balance between humor and strictness in the classroom. If a teacher always shows flexibility, he will lose the command of teaching. Occasionally, by cutting jokes the teacher can make the learning comfortable. By contrast, if the teacher is always in a serious mood as a result classroom learning can become monotonous.”</i> (Student 2)
		-Teachers’ good approaches/impre	<i>“A teacher should have a sense of humor along with rigidness for effective class learning. A sense of humor does not mean that the teacher needs to crack a joke or do</i>

		ssion towards students	<i>a funny activity in every single class. Rather than an introductory class the teacher can introduce him to the students in a friendly manner. From the first impression, students may get the idea that the teacher is non-intimidating and approachable.” (Student 7)</i>
Impact of Teaching-Learning Context on Teacher Effectiveness	Academic curriculum and resources	-Poor infrastructure and limited access to resources	<i>“I have mixed feelings about my university teaching-learning culture. In the first semester, we received foundation courses that helped me to develop my basic skills. On the other hand, our library is not well equipped with books and desktops and has not yet started an online library for the students. Furthermore, we are not allowed to read our books in the library and there is no reading room as well. Regardless of cultural programs, workshops/seminars are arranged twice or thrice a year.” (Student 1)</i>
		-A conducive learning environment facilitates holistic learning	<i>“I believe that my university provides the best support to promote convenient learning. Furthermore, our library is equipped with books, journals, digital media and comfortable seating and has the facility of an e-library. Furthermore, I am a member of a debate and language club where I have seen a bunch of programs arranged to teach the students real-life skills.” (Student 6)</i>
	Classroom environment	Limited logistic support	<i>“Desktops and projectors did not utilize properly. And some of our classrooms are large whereas some are comparatively smaller. Smaller classrooms have mostly no impact on our learning as long as the course instructor is giving such an activity that requires enough space to move around. On the other hand, the distance between the teacher and students in a large classroom creates a problem in understanding the teachers’ instruction since there is no sound system in our large classroom.” (Student 8)</i>
		Well-equipped classroom to facilitate learners	<i>“Our classroom is student-friendly according to the number of students where the teacher can easily monitor the students’ learning and also help them if they need. Even more, a sitting arrangement is feasible for group work.” (Student 6)</i>

	Teacher's training	-Teachers need continuous professional development -Universities should arrange teacher-training programs	<i>“Universities should offer comprehensive teachers’ training programs for impactful teaching. Receiving the training, the teachers can reflect their knowledge into action in the classroom. Moreover, the teachers also need to know the different kinds of techniques and methods of teaching to meet the needs of the learners.” (Student 7)</i> <i>“In our Bangladeshi context, universities are recruiting teachers who have a good CGPA or belong from a public university and many papers in reputed journals. Along with these things, the university authority should consider the teachers’ capabilities of teaching and offer a short-term training session for the teachers to facilitate the students towards effective learning.” (Student 6)</i>
	Having foreign degrees	-Having a foreign degree is optional -Teaching capacity should be prioritized	<i>“A foreign degree may exemplify that the faculty has wider knowledge from a different culture but that does not necessarily mean that this particular teacher is meant to be a good teacher. A good teacher is someone who is caring, compassionate and enthusiastic in teaching. So, I thought a foreign degree is valuable but it does not define the meaning of a good teacher.” (Student 6)</i> <i>“A teacher with a foreign degree may have different teaching methods, diverse teaching expertise and friendly use of technology which can play the best supportive role for the student's learning. However, having a foreign degree should not be mandatory for the sake of good teaching. Some of our teachers do not have a foreign degree but they know how to teach us properly.” (Student 5)</i>

4.5 Data Analysis of In-depth Interviews

Theme 1: “Content knowledge for Teacher Effectiveness”—This theme presents the idea of teachers' expertise and experience, and using English for communication in English classes to be effective teachers.

Regarding teachers' expertise and experience, one student perceived that no significant differences between “novice and experienced teachers in their general teaching processes.” However, a notable difference was noticed regarding experienced teachers, who tended to provide a broader

range of supplementary resources and incorporate more real-life examples into their teaching. This approach likely helped students better understand the content and enhance their learning experiences.

On the other hand, another participant shared that teachers with many years of experience are better at teaching and recognizing students' strengths and weaknesses. They also adjust the content based on the students' level of proficiency, making learning more effective and suited to individual needs. In comparison, new teachers sometimes struggle to explain "the content from different perspectives." This suggests that teaching experience helps teachers to adapt their methods based on students' needs.

Enhancing communication through English and little translanguaging in EFL classroom, one student opined that teachers should mostly communicate in English to enhance students' language efficiency. At the same time, minimal incorporation of the "code-switching technique" should also be considered in the EFL classroom, as it enables learners to understand the underlying meaning of the text more effectively, taking into account students' proficiency levels and diversity. However, another participant stated that English should be the primary communication medium in the English classes. Additionally, students' "mistakes should be viewed as a developmental learning process" and corrected carefully.

Theme 2: "Pedagogical Knowledge for Teacher Effectiveness"- This theme encompassed some influential factors needed to be an effective English teacher; using real examples and avoiding lecture-based teaching, encouraging self-directed learning, facilitating an interactive learning environment, valuing both content and language, and facilitating collaborative learning. Practicing these skills by the teacher could easily help students understand the content and communicate in English better, making the teacher effective in an EFL classroom. Many responses indicated that these techniques could be implemented to be an effective English teacher in an EFL context.

In terms of using real examples and avoiding lecture-based teaching, students appreciate teachers who provide "real-life examples related to the subject matter" and "prioritize problem-based learning over lecture-based teaching." Many interviewees perceive this approach as highly effective in achieving the learning outcomes.

About self-directed learning, students have diverse experiences. One of the interviewees said that their teacher was equipped with ‘varied materials for clarifying the contents’ and provided pre-learning resources to engage students in class discussion. Contrarily, another student sought ‘open resources’ as their teachers rarely shared the supplementary materials, shrank students’ knowledge, and hindered their ability to become autonomous learners.

Facilitating teacher-student and student-student interaction, students perceive a teacher as effective when encourage students for classroom discussions through ‘sharing insights on the class-topic’, as noted by one participant. Conversely, students feel demotivated when teachers discourage them from asking questions about the class topic, which negatively impacts their learning motivation, as stated by a particular interviewee.

Regarding the value of both content and language, most participants reflected that both “language and content knowledge” are crucial for being an effective educator. However, one interviewee suggested that “language should be the primary focus in English language courses”, while “conceptual knowledge” should be prioritized in content-based lessons. Therefore, selecting the ‘appropriate approach’ is essential. Hence, students perceive an effective English teacher as possessing both subject-matter knowledge and language mastery.

Facilitating collaborative learning is an excellent way of developing students’ hands-on experience and knowledge. A number of the participants in the interview appreciate when teacher emphasize cooperative work, as it allows them to learn from one another and prepares them for a professional world where teamwork is considered as a fundamental skill. However, one of the interviewees reported that the teacher did not follow any specific technique for deciding whether tasks should be performed individually or in teams; instead, the teacher mostly ‘prioritized students’ preferences’ to ensure a comforting learning environment.

Theme 3: “Impacts of Teacher Feedback and Assessment Strategies on Students’ Performances”—This theme highlights the effectiveness of constructive feedback, rubrics, and alternative assessments in fostering meaningful learning. Most EFL participants recognized these strategies as essential for productive teaching.

A significant response to constructive feedback was “consistent feedback and clarification for improvements”, which is considered a good practice for student growth. Conversely, another participant believed that “lack of feedback negatively impacts the student’s academic excellence” as it prevents students from recognizing their learning gaps and areas for improvement.

In the discussion on using rubrics, the participants' responses made it clear that they understand the necessity of writing guidelines for achieving a good score. Some students faced a specific issue due to the lack of a structured writing framework, leading to “difficulties in meeting each teacher’s individual preferences and unexpected academic results.” One of the interviewees reported that “presenting the assessment criteria” helps students understand the writing process, evaluate their own learning, and align their work with the criteria of rubrics, ultimately improving their academic grades.

When applying alternative assessments, many students preferred “computer-based and peer evaluation, portfolios, presentations, viva, podcasts, and documentaries” as they enhance creative knowledge and critical thinking skills. These assessment methods help reduce human biases and minimize reliance on rote memorization. Additionally, diverse assessments encourage students to develop their practical skills and showcase their creativity, better preparing them for the real world.

Theme 4: “Socio-affective Skills for Teacher Effectiveness”—This theme explores the different ways teachers can ensure an inclusive learning environment for EFL learners, such as “developing rapport”, “being empathetic”, and “having a sense of humor and strictness”.

As quoted from interviewee 4, “maintaining healthy relationship” can boost students’ self-esteem and make them more likely to share their thoughts and ideas in the classroom. However, participant 1 claimed that “teachers only maintain a good relationship with CR (class representative) or sincere students.” This kind of practice negatively impacts mediocre/ weaker learners, hindering their academic performance. An impactful teacher needs to consider student differences and foster an inclusive learning environment to ensure the quality of teaching.

Regarding empathy, the participants highlighted the importance of “supportive attitude of a teacher” and “need to consider students psychological well-being” for meaningful learning

experiences. When teachers acknowledge students' personal and academic challenges and provide empathetic support, it fosters motivation and enhances their overall learning outcomes.

With regard to sense of humor and strictness, students value both a teacher's firmness and flexibility in the classroom. As participant 2 stated, "teachers should maintain a balance between humor and strictness." This approach not only helps in maintaining classroom discipline but also fosters a comfortable and engaging learning environment. Similarly, student 7 highlighted that a teacher's positive demeanor and non-intimidating attitude enhance students' approachability and making them more motivated to learn effectively.

Theme 5: Impact of Teaching-Learning Context on Teacher Effectiveness – This theme underscores how teaching-learning context determines the teacher effectiveness in EFL setting. This theme encompasses various factors, including the academic curriculum, availability of resources, classroom environment, teacher training, and the impact of holding a foreign degree. These elements collectively shape the quality of teachers' teaching and influence students' learning experiences, highlighting the need for a well-structured and supportive educational framework.

Participants expressed differing opinions regarding the academic curriculum and available resources. Their responses highlight that academic orientations play a significant role in shaping students' academic and professional growth. In this regard, participant 1 noted that the "lack of well-equipped facilities", academic activities, and the "rigidity of library policies" hinder students from staying updated with current knowledge. In contrast, participant 6 described a "conducive learning environment" in their institution, opening new doors for learning and enhancing their competitiveness in an evolving world.

Regarding the classroom environment, students generally prefer "well-equipped" and well-structured classrooms to effectively engage in class activities under the teacher's supervision. Conversely, participants perceived that a "lack of logistical support" hinders the facilitation of effective learning.

Participants firmly believed that university teachers require "continuous professional development" to address the diverse needs of learners by incorporating updated teaching methods and technology. Universities should prioritize "short-term training sessions" with the same

importance as other teacher qualifications, such as CGPA and article publications, to ensure pedagogical effectiveness. Additionally, after receiving training, it is crucial to evaluate whether teachers can effectively integrate their learning into pedagogical practices.

About foreign degrees, students prioritized teachers' caring, compassionate, and enthusiastic approach to teaching over their possession of a foreign degree. An effective teacher cannot be solely determined by their academic credentials. In addition to their degree, teachers' teaching abilities largely assess their effectiveness in EFL classroom.

4.6 The Findings of the Questionnaire Survey

In the first phase, a survey with 16 prompts was administered to 152 participants, categorized into three areas: content knowledge, pedagogical knowledge, and socio-affective skills (Park & Lee, 2006; Al-Mahrooqi et al., 2015). Items in each area were grouped for analysis convenience. Participants responded to a five-point Likert scale, where 1 indicates strongly disagree, 2 refers disagree, 3 displays neutral, 4 indicates agree and 5 indicate strongly agree. The researcher examined teachers' content knowledge, pedagogical knowledge, and socio-affective skills based on students' gender, academic performance (high-achieving students - HAS, and low-achieving students - LAS), and the type of institute (public universities - PubU and private universities - PvtU) percentages.

4.6.1 Gender-Based Perceptions Regarding Teachers' Content Knowledge

(I) An effective English teacher possesses sound content knowledge

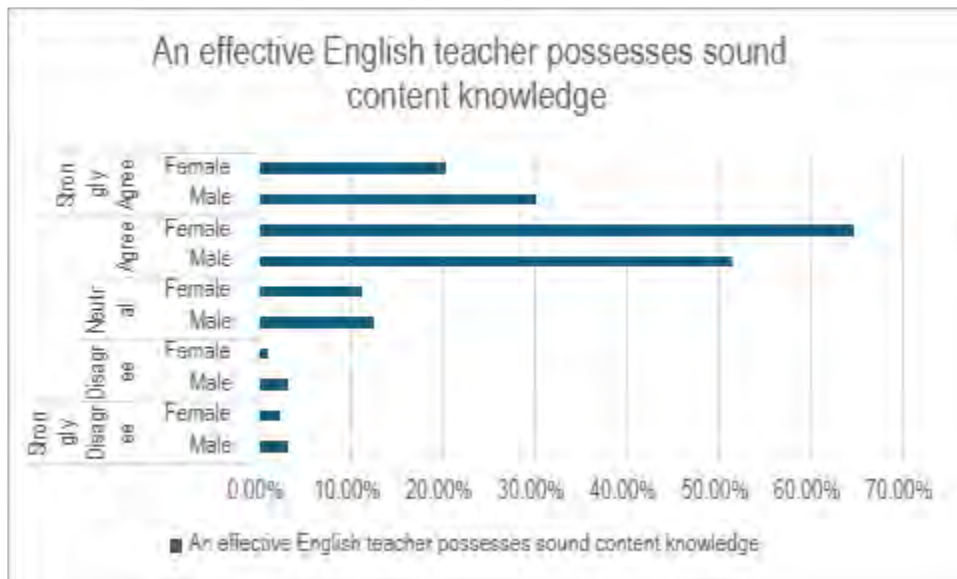


Figure 1: Statistical clustered bar of survey question two

Above the Bar chart shows the perception of male and female students about the content knowledge of university teachers. This chart illustrates that most students believe effective English teachers should possess explicit content knowledge (about 50% of males, more than 60% of females). Among 64 male students, at least 32 male students thought that teachers should have a strong English language proficiency, while approximately 53 female learners also agreed on this point out of 88.

(II) Effective English teachers use English as a medium of communication in class



Figure 2: Statistical clustered bar of survey question two

The bar chart shows that most male and female students agreed that an effective English teacher must communicate with students in English in an English class. At least 50.5% of male and 55% of female students agreed with the given statement, which entails 32 out of 64 male learners and 48 out of 88 female respondents. In addition, 20% of male and about 26% of female students also strongly agreed, strengthening the same proposition, which indicates that the majority of the respondents, whether male or female, believe that an effective English language teacher must be an efficient user of English.

4.6.2 Gender-Based Perceptions Regarding Teachers' Pedagogical Knowledge

(III) An effective English teacher values both content and language in the lesson

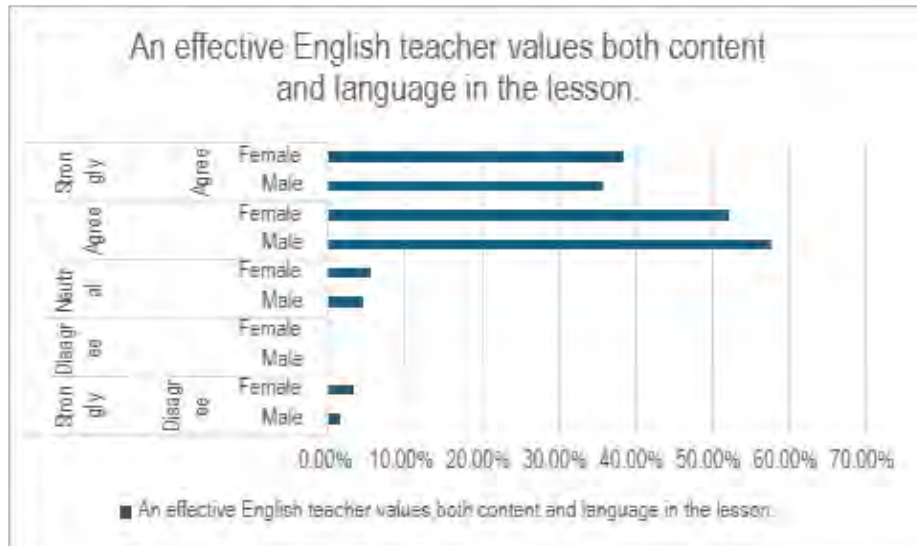


Figure 3: Statistical clustered bar of survey question two

This segment presents EFL students' views on effective English teachers. Most students agreed that effective teachers value content and language (nearly 57.8% of males, 52.3% of females). Among 88 female learners, at least 46 agreed that teachers should value content and language equally in the lesson. Similarly, about 37 out of 64 male learners also agreed with the same statement. Therefore, quite a significant number of male and female learners in the study feel that an effective teacher of English must focus on content and language to enhance students' English language learning journey.

(IV) Effective English teachers use various teaching methods to support learning styles and learners' needs

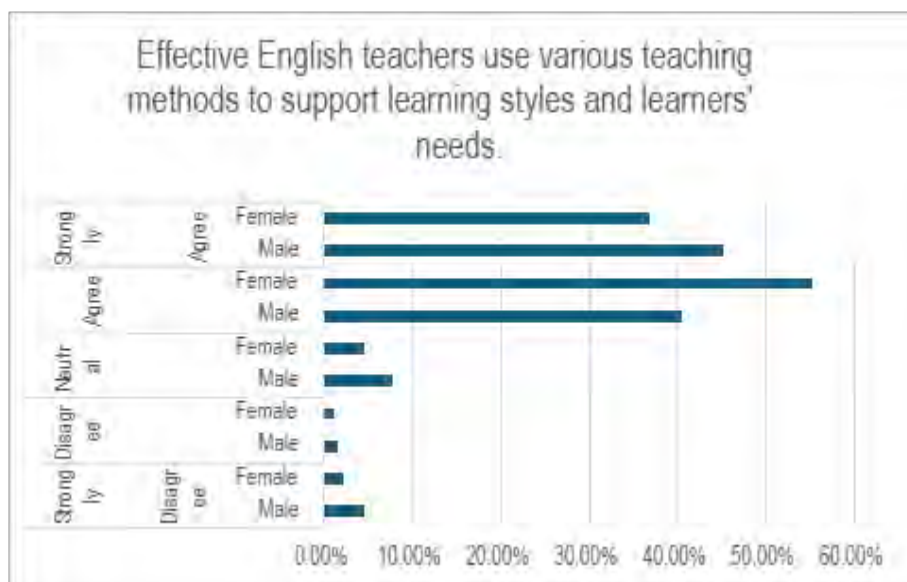


Figure 4: Statistical clustered bar of survey question two

Teachers should employ diverse teaching methods to accommodate different learning styles (approximately 40.6% males and 55.2% females). To illustrate, approximately 26 male students out of 64 and 49 female students out of 88 agreed that teachers should incorporate various teaching methods to support learners' needs. This perspective underscores the learner's priority for an effective English teacher to integrate multiple teaching methods and techniques to facilitate comprehension and improve learning outcomes for diverse learners in EFL classes.

(V) An effective English teacher creates engaging classes and interactive learning sessions through group and pair work

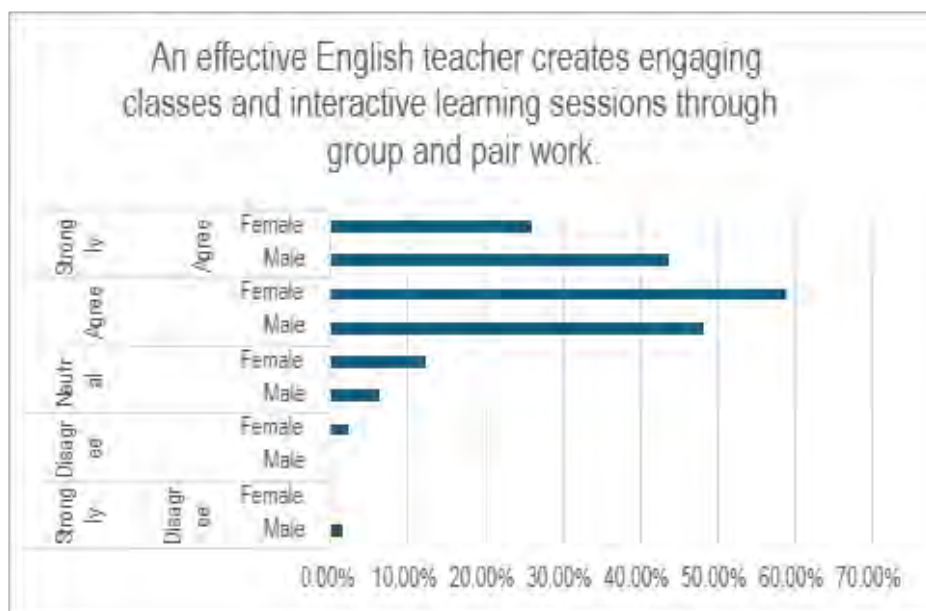


Figure 5: Statistical clustered bar of survey question two

This bar graph shows that 31 (48.5%) of 64 male students believed effective teachers foster engaging learning environments through pair and group work. Among 88 female students, 52 (59.1%) agreed with the same proposition. This substantial agreement highlights that learners of English generally support collaborative learning as they consider that this pedagogical practice supports the development of skills among both active and less active learners. Therefore, an effective teacher should create more opportunities for students to work in pairs and groups in the EFL classrooms.

(VI) An effective English teacher possesses managerial skills to maintain the classroom



Figure 6: Statistical clustered bar of survey question two

A notable percentage of respondents (around 37.5% of males and 56.8% of females) indicated that teachers should possess class management skills. In other words, 24 males out of 64 and 50 female learners agreed among 88 with this particular item. This data suggests that teachers' managerial skills are essential to the timely accomplishment of learning objectives.

(VII) An effective English teacher applies both formative and summative assessment techniques

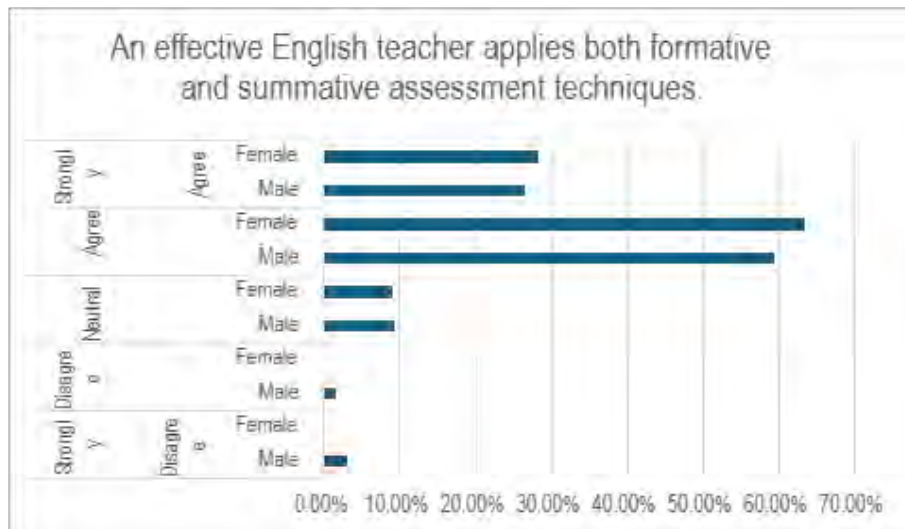


Figure 7: Statistical clustered bar of survey question two

Many students (nearly 59.4% males, 63.5% females) stated that. Among the 88 female students, around 56 (63.5%) believe effective teachers utilize formative and summative assessments. On the other hand, 38 out of 64 male students (59.4%) also share this perspective, indicating a strong preference across both genders for teachers to introduce alternative assessments.

(VIII) Effective English teachers present the value of the content by connecting it with the real world

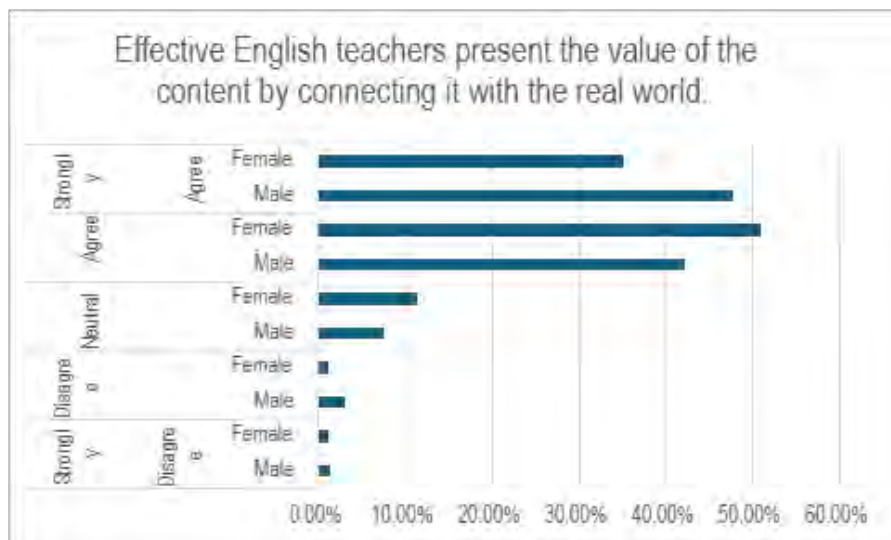


Figure 8: Statistical clustered bar of survey question two

Competent teachers connect lessons with real-world applications to motivate the students, supported by over 27 (42.2%) males from 64 and 45 (51.1%) females from 88. In particular, providing practical examples of the content allows students to better comprehend the materials by connecting them to real-life contexts.

(IX) An effective English teacher motivates learners to use English beyond their classes.

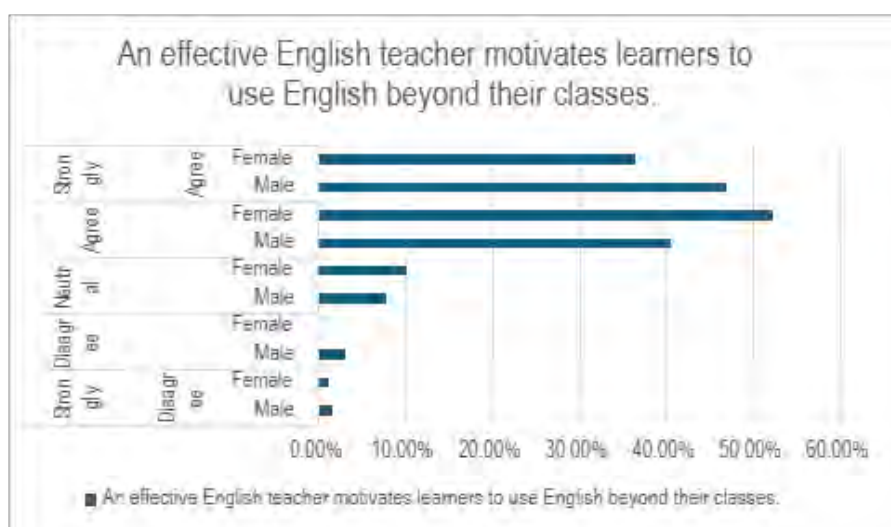


Figure 9: Statistical clustered bar of survey question two

A small minority (less than 2%) disagreed that effective teachers inspire learners to use English beyond class, though 46 (52.3%) of the females among 88 and 26 (40.6%) of the 64 males agreed with the prompt. This significant agreement suggests that students appreciate it when their teacher inspires them toward academic and personal development, both inside and outside the classroom.

(X) An effective English teacher provides constructive feedback to improve the student's learning

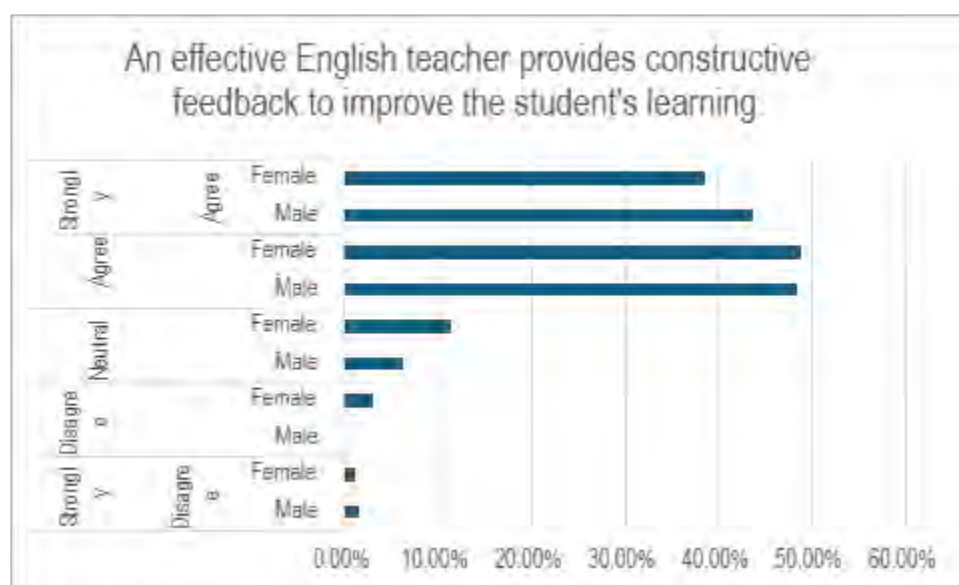


Figure 10: Statistical clustered bar of survey question two

Around 48.4% of males and 48.9% of females agreed that effective teachers give constructive feedback, with less than 2% disagreeing. Out of the 64 male students, around 31 expressed agreements with this item, while approximately 43 of the 88 female students also agreed. This consensus indicates that continuous feedback helps students to improve their learning effectively.

(XI) An effective teacher should have a specialized degree/training in English language teaching



Figure 11: Statistical clustered bar of survey question two

Furthermore, when participants were asked about their opinion on whether an effective English teacher should have specialized degrees or training in ELT, most students replied in the affirmative. Approximately 43.8% (28 out of 64) of males and 51.1% (45 out of 88) of females agreed, and 28% of males (18 out of 64) and 27% of females (24 out of 88) strongly agreed that teachers need specialized training or degrees for effective teaching. However, only 2% of female and 6% of male learners disagreed with the statement. Interestingly, no female student strongly disagreed on this point.

(XII) An effective teacher should be evaluated to ensure effective teaching

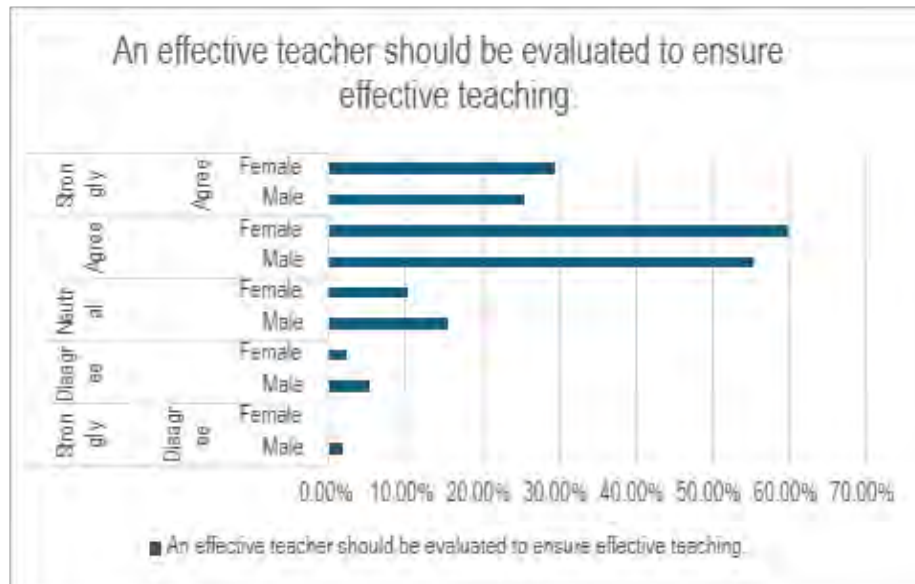


Figure 12: Statistical clustered bar of survey question two

Most participants agreed on whether a teacher should be evaluated to ensure effectiveness. Out of 64 males, 36 (55.5%), and among 88 females, 53 (60%) agreed that teacher evaluations are necessary for effective teaching. Though 29% of female and 27% of male students strongly agreed that English teachers should be evaluated to ensure effectiveness, only 3% of male and 1% of female respondents disagreed.

4.6.3 Gender-Based Perceptions Regarding Teachers' Socio-affective Skills

(XIII) An effective English teacher is aware of cultural and socio-economic differences

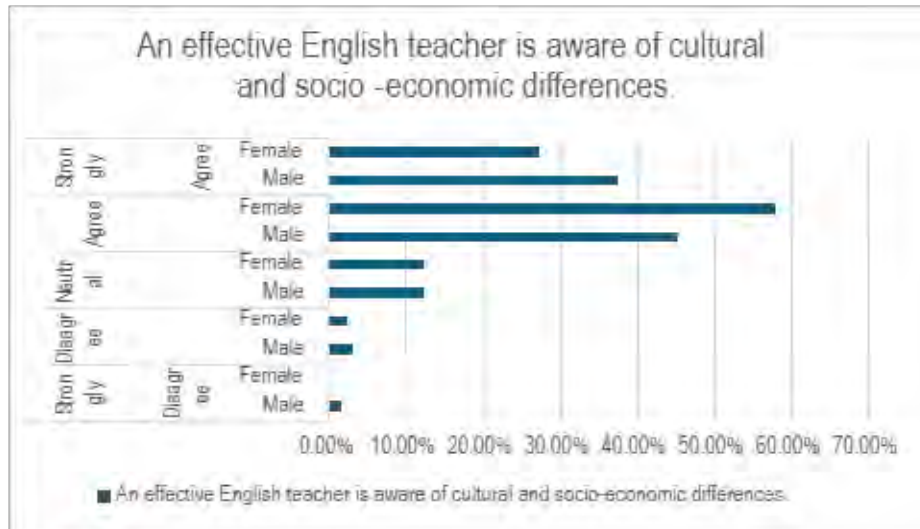


Figure 13: Statistical clustered bar of survey question two

This segment presents gender-based perceptions regarding effective teachers' socio-affective skills. Most students (nearly 45.3% of males and 58% of females) agreed that effective teachers should recognize cultural and socio-economic differences, while very few hold the opposite view. Thus, 29 male students out of 64 and 51 females out of 88 agree with this item.

(XIV) Effective English teachers empathize with students and guide them to overcome learning difficulties

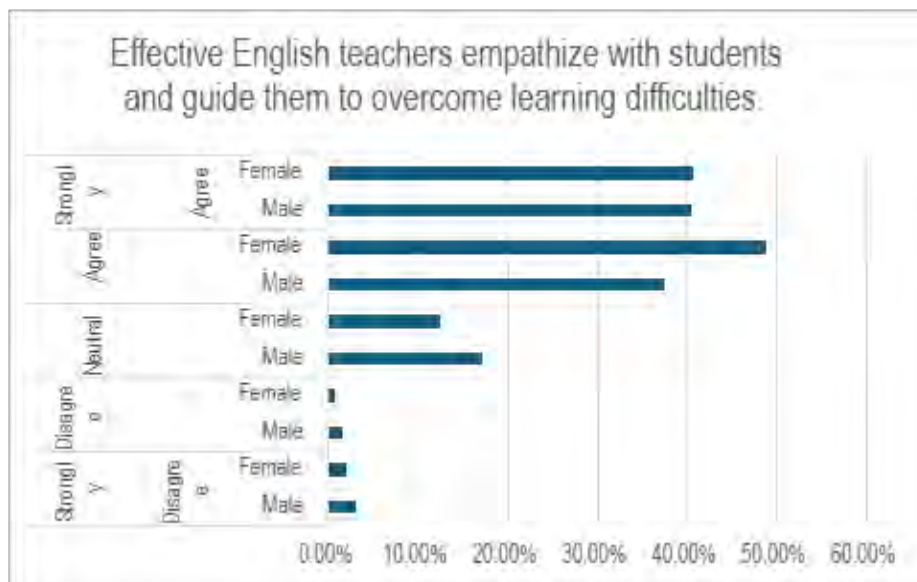


Figure 14: Statistical clustered bar of survey question two

This bar chart shows male and female students' perceptions of effective English teachers empathizing with students and guiding them to overcome learning difficulties. Approximately 37.5% (24 out of 64) of male and 48.9% (43 out of 88) of female students agreed that effective English teachers empathize with and guide students through learning difficulties. However, only 1% of females and 2% of males strongly disagreed on this point. Thus, a significant number of the participants strongly believed that a teacher's empathetic attitude positively affects the students' learning outcomes.

(XV) An effective teacher should have a good sense of humor for a lively class



Figure 15: Statistical clustered bar of survey question two

Most male (42.2%) and female (60.2%) students agreed that effective teachers should have a good sense of humor, and almost none disagreed with the view. This indicates that approximately 24 male students among 64 and 33 female students out of 88 share the same perception regarding the importance of a teacher's having sense of humor to become an effective teacher.

(XVI) An effective language teacher always listens to the students carefully and responds accordingly

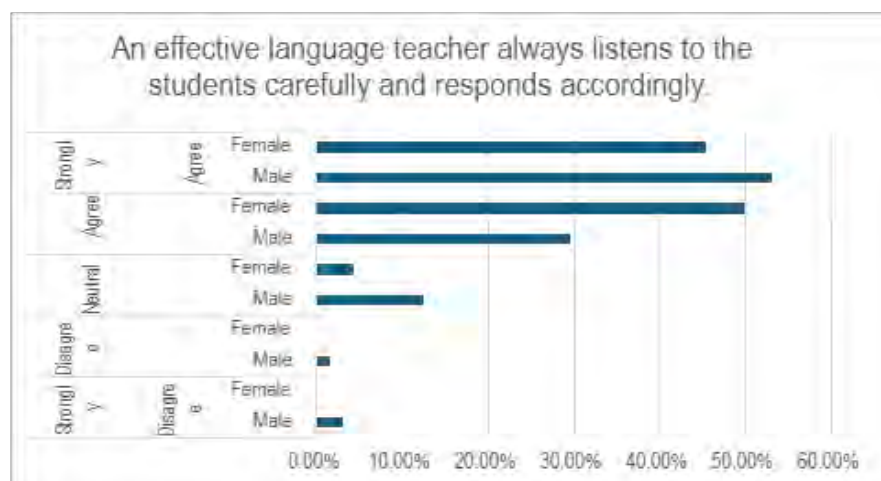
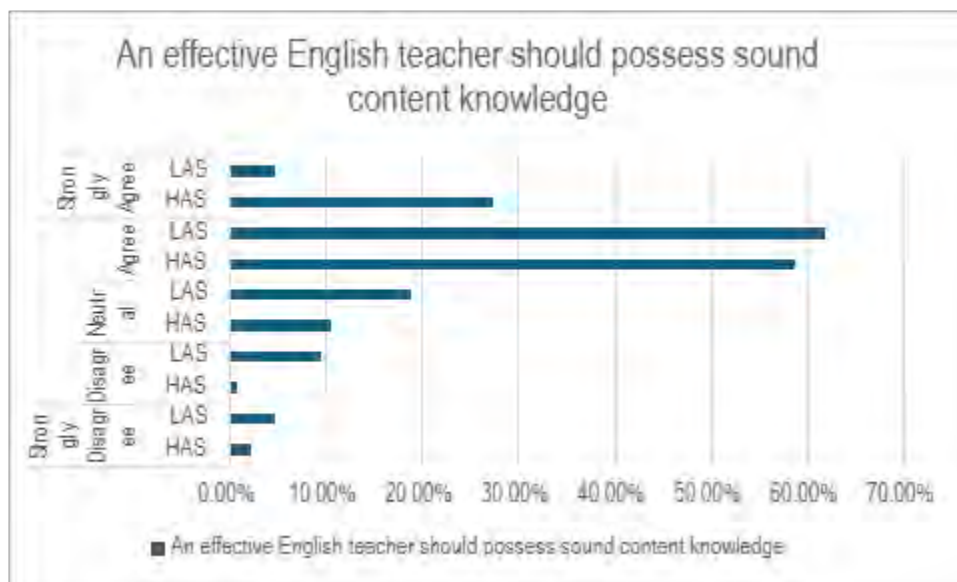


Figure 16: Statistical clustered bar of survey question two

Finally, a significant percentage of participants strongly agreed (males 53.1% and females 45.5%) that effective language teachers listen carefully and respond appropriately to students' voice. Thus, among the respondents, 34 of the 64 male students and 40 of the 88 female students prioritized teacher's patience as an essential quality of an effective teacher. Also, nearly 30% male students and 50% female students agreed making the rest of the participants insignificant who either disagreed to remained neutral.

4.6.4 Students Category-Based Perceptions Regarding EFL Teachers content knowledge



(I) An effective English teacher possesses sound content knowledge

Figure 1: Statistical clustered bar of survey question three

This bar chart shows that 58.8% of high-achieving students (HAS) and 61.9% of low-achieving students (LAS) agreed that effective English teachers demonstrate sound content knowledge which

enables students to enhance and deepen their understanding of the lesson. This data shows that 77 out of 131 high-achieving students and 13 out of 21 low-achieving students agreed with this viewpoint.

(II) Effective English teachers use English as a medium of communication.

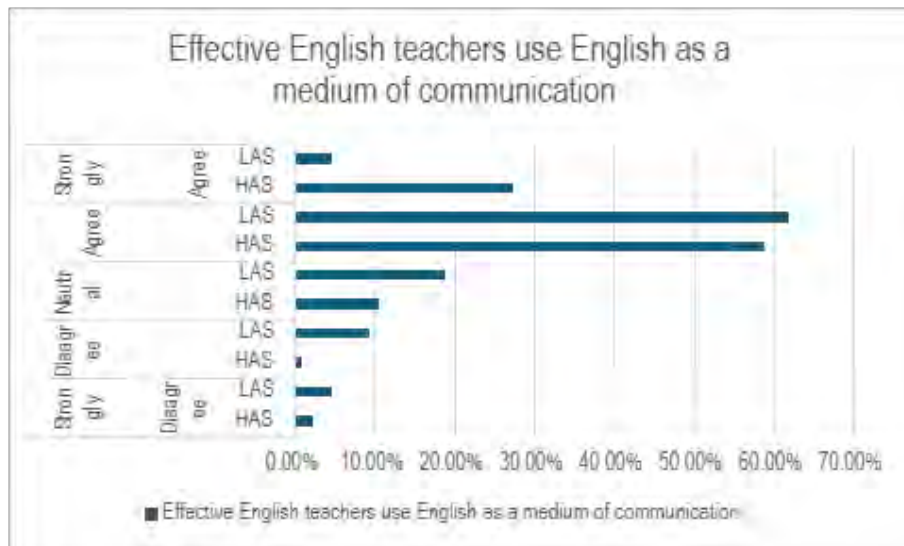


Figure 2: Statistical clustered bar of survey question three.

Nearly, 54.2% of HAS (71 out of 131) and 57.1% of LAS (12 out of 21) agreed that effective teachers use English for communication in classes. On the other hand, very few participants disagreed on this point irrespective of being high-achiever or low-achiever constituting less than 10% of total respondents in the study.

4.6.5 Student Category-Based Perceptions Regarding Teacher's Pedagogical Knowledge

(III) An effective English teacher values both content and language in the lesson.

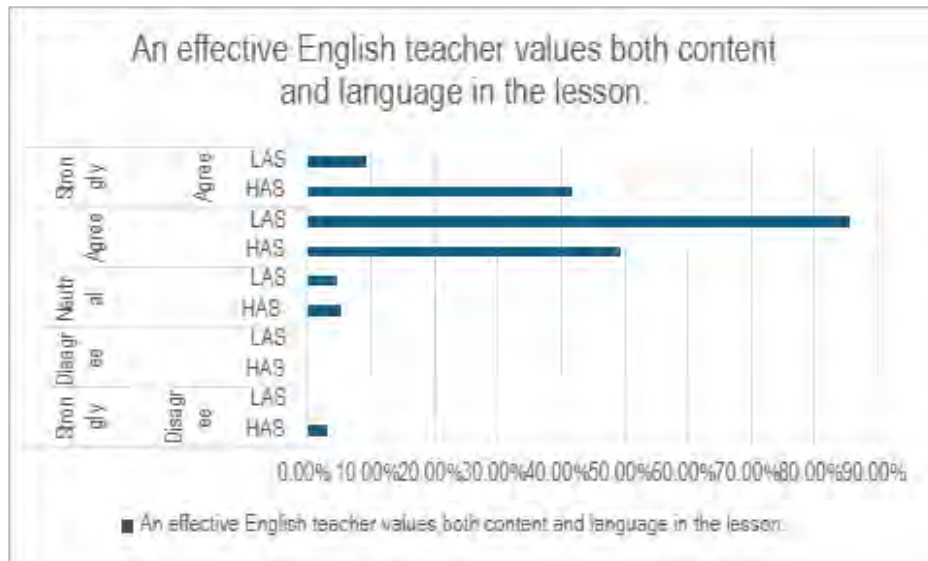


Figure 3: Statistical clustered bar of survey question three.

This bar shows high-achieving (HAS) and low-achieving students (LAS) perceptions regarding effective English language teachers' pedagogical knowledge. Most HAS (49.6%) and LAS (85.7%) agreed that effective teachers value content and language equally in lessons. Therefore, a total of 65 high achievers out of 131 and 18 low achievers out of 21 agreed with this statement.

(IV) Effective English teachers use various teaching methods to support learning styles and learners' needs

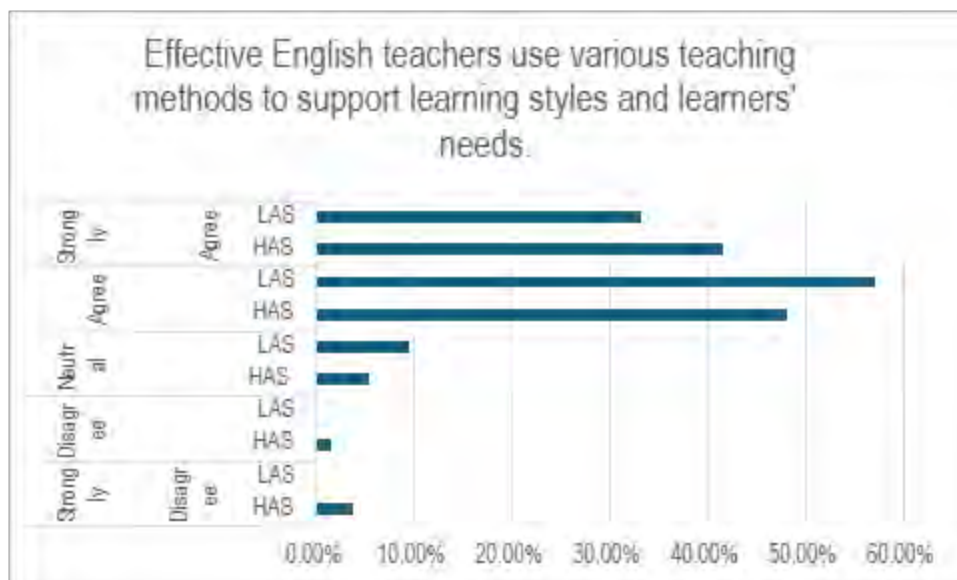


Figure 4: Statistical clustered bar of survey question three.

Nearly 48.1% of HAS (63 out of 131) and 57.1% of LAS (12 out of 21) agreed that effective teachers use varied methods to support diverse learning styles. Very few (less than 5%) respondents disagreed with this statement. This suggests that both achievement groups prefer teachers' dynamic teaching practices for impactful learning.

(V) An effective English teacher creates engaging classes and interactive learning sessions through group and pair work

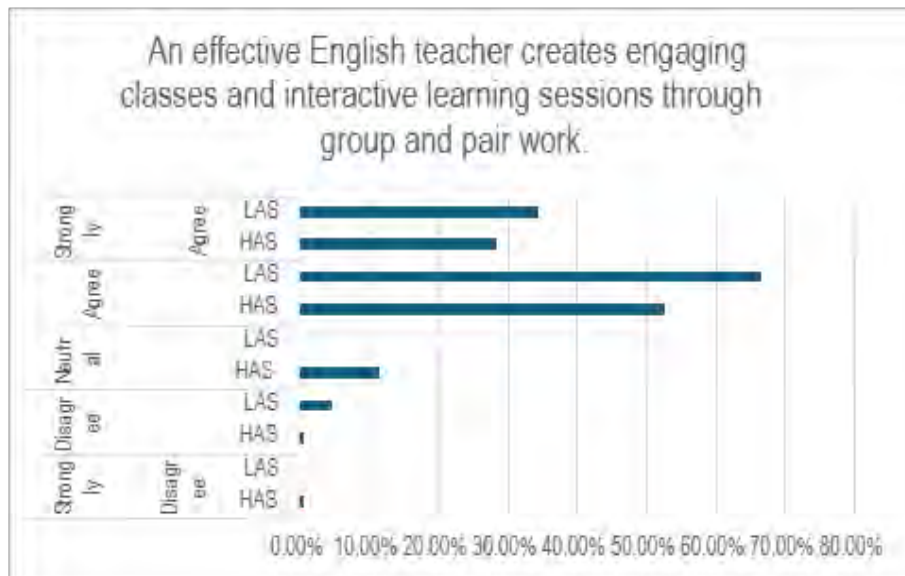


Figure 5: Statistical clustered bar of survey question three.

An effective teacher fosters an engaging environment through group work, as agreed by 52.7% of high-achieving students (69 out of 131) and 66.7% of low-achieving students (14 out of 21). Both achievement groups prefer collaborative work; however, low achievers particularly benefit from it, as working with skillful peers significantly enhances their cognitive development.

(VI) An effective English teacher possesses managerial skills to maintain the classroom



Figure 6: Statistical clustered bar of survey question three

Closely, 61.9% of LAS and 46.6% of HAS agreed that effective teachers have managerial skills to maintain classes, with around 10% remaining neutral. Thus, around 13 low achievers and 61 high achievers show their agreement with this prompt.

(VII) An effective English teacher applies both formative and summative assessment techniques

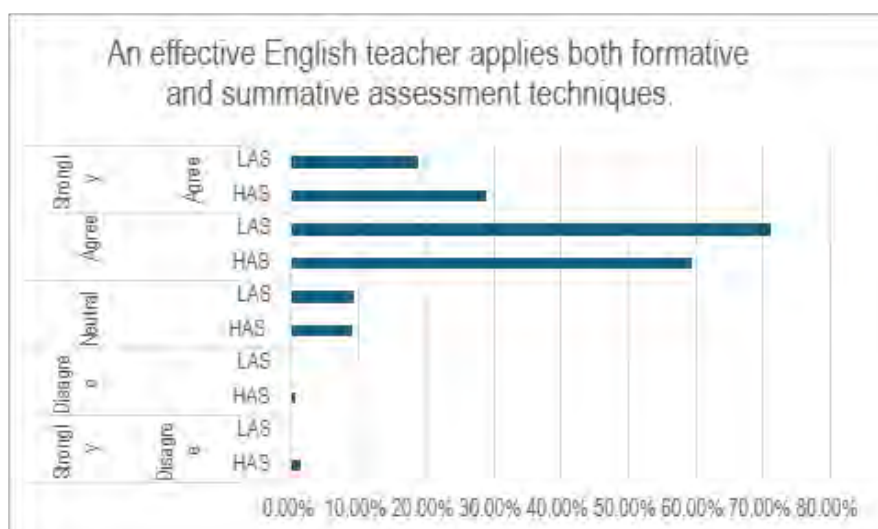


Figure 7: Statistical clustered bar of survey question three

Regarding assessment techniques, about 59.5% of HAS (78 out of 131) and 71.4% of LAS (15 out of 21) agreed that formative and summative assessments should be used as alternative testing to evaluate students' thinking power and creativity. However, an equal number of students from both achievement groups remained neutral along with less than 1% of participants who disagreed.

(VIII) Effective English teachers present the value of the content by connecting it with the real world

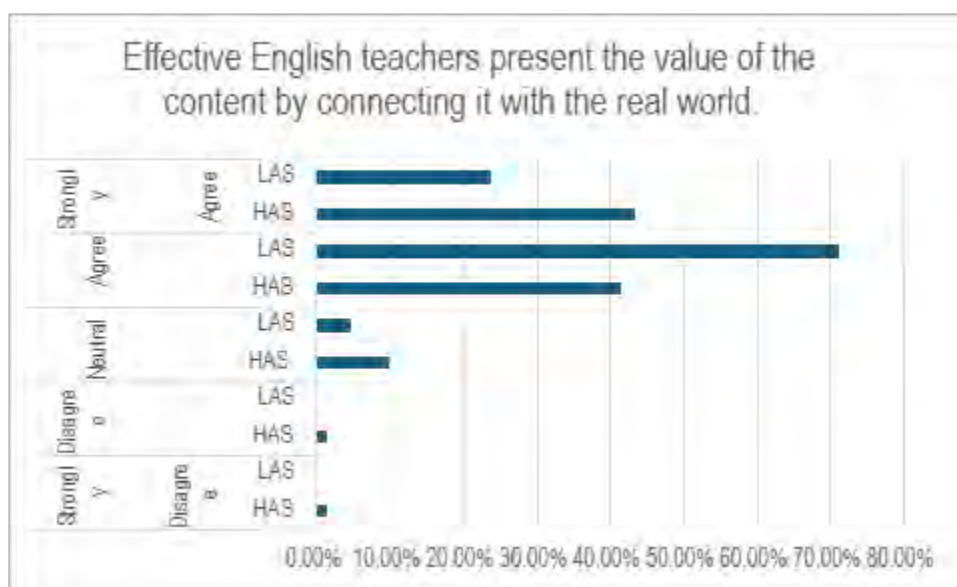


Figure 8: Statistical clustered bar of survey question three.

More LAS (71.4%) than HAS (41.7%) agreed that effective teachers show the content's real-world value, and about 10% of HAS and 5% of LAS remained neutral. This indicates that approximately 15 out of 21 low achievers (71.4%) and 55 out of 131 high achievers (41.7%) agreed with the

statement, suggesting that low achievers showed a higher level of agreement compared to their high-achieving counterpart.

(IX) An effective English teacher motivates learners to use English beyond their classes.

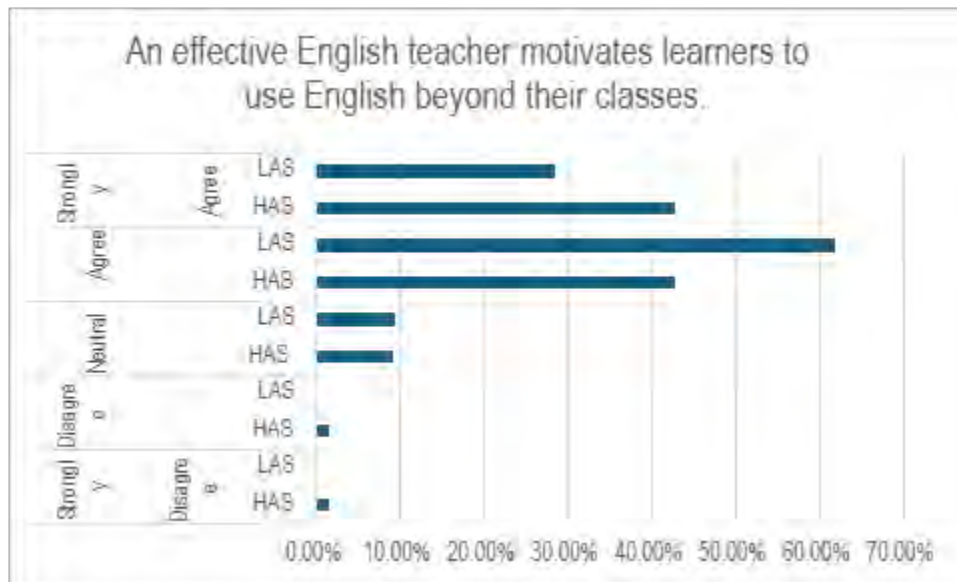


Figure 9: Statistical clustered bar of survey question three.

Support for motivation beyond class shows more LAS (61.9%) than HAS (42.7%) agree, with over 9% of both groups neutral. This indicates that nearly 13 low achievers and 56 high achievers recognized the teacher's role of motivation boost the students' academic achievement.

(X) An effective teacher provides constructive feedback to improve students' learning

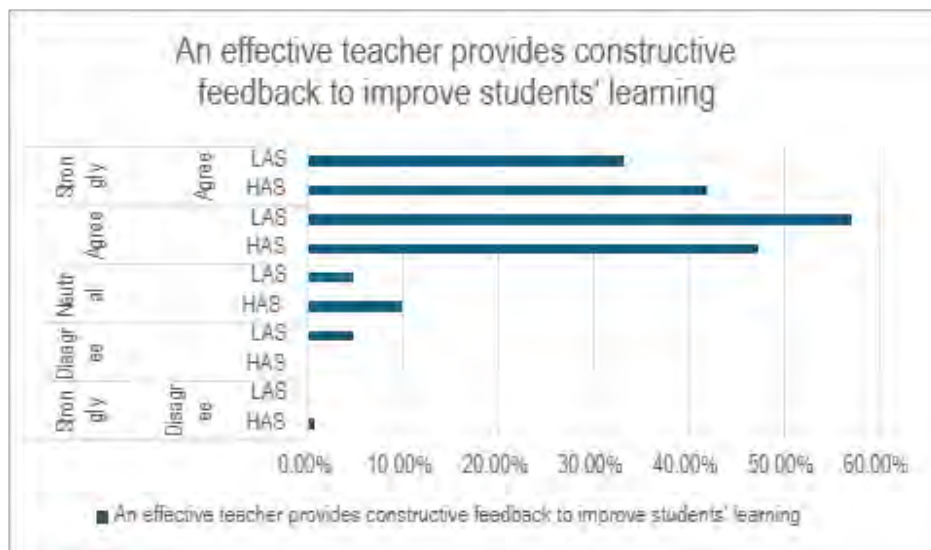


Figure 10: Statistical clustered bar of survey question three.

Very few disagreed about constructive feedback's role in learning, with 63 out of the total 131 HAS (47.3%) and 12 of out 21 of LAS (57%) agreeing it reflects teacher effectiveness.

(XI) An effective teacher should have a specialized degree/training in English language teaching



Figure 11: Statistical clustered bar of survey question three.

The above bar chart shows that 46.6% of HAS and 57.1% of LAS agreed that effective teachers should have specialized training or degrees in ELT, while many remained neutral (28.6% HAS; 40.5% LAS). This notion highlights the fact that 61 high achievers and 12 low achievers emphasize the need for teachers' training to be updated with new pedagogical approaches.

(XII) An effective teacher should be evaluated to ensure effective teaching

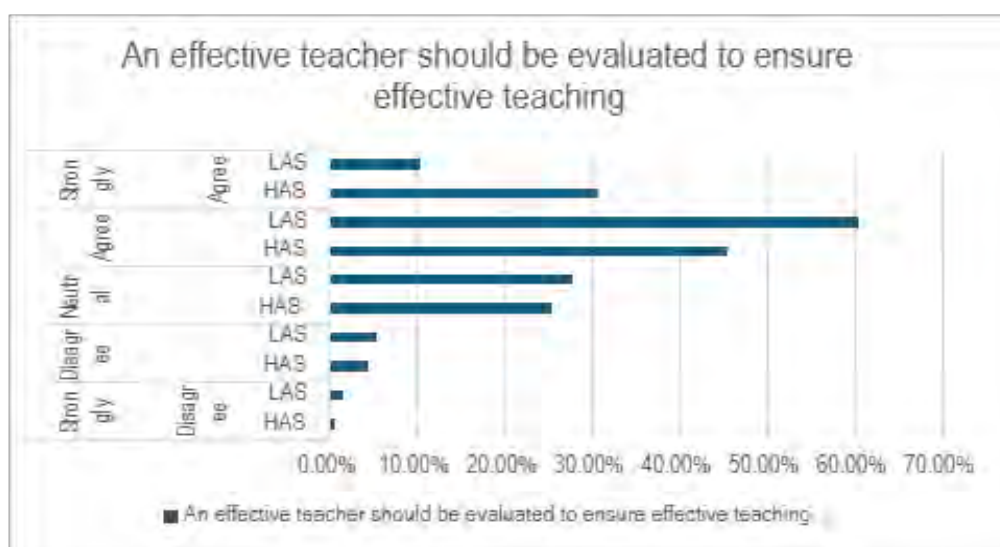


Figure 12: Statistical clustered bar of survey question three.

Finally, more LAS (60.5%) than HAS (45.4%) support teacher evaluations to ensure teaching effectiveness. The number of LAS (Low Achieving Students) is approximately 13 out of 21, and the number of HAS (High Achieving Students) is approximately 59 out of 131 respondents.

4.6.6 Students' Category-based Perceptions Regarding Teacher's Socio-affective Skills

(XIII) An effective English teacher is aware of cultural and socio-economic differences.

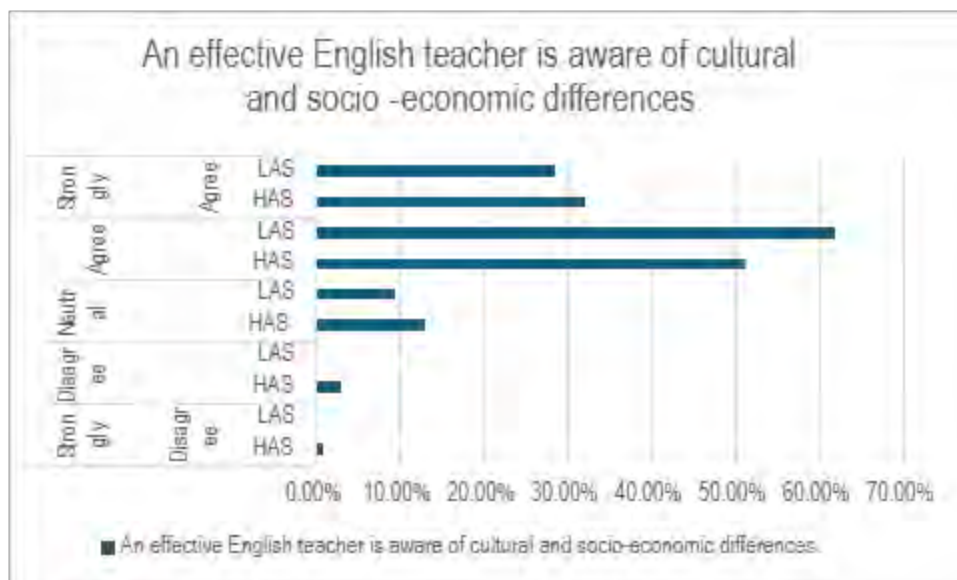


Figure 13: Statistical clustered bar of survey question three

This segment highlights students’ perceptions of English teachers’ socio-affective skills. Most high achievers (51.1%) and low achievers (61.9%) recognize the importance of social and economic awareness to ensure impactful teaching. Therefore, 67 high achievers among 131 and 13 out of 21 low achievers acknowledged that teachers' awareness of students' cultural and socio-economic backgrounds is important, as these factors influence learning. By being aware of these, teachers can create a more inclusive and effective learning environment where every student feels comfortable.

(XIV) Effective English teachers empathize with students and guide them to overcome learning difficulties.

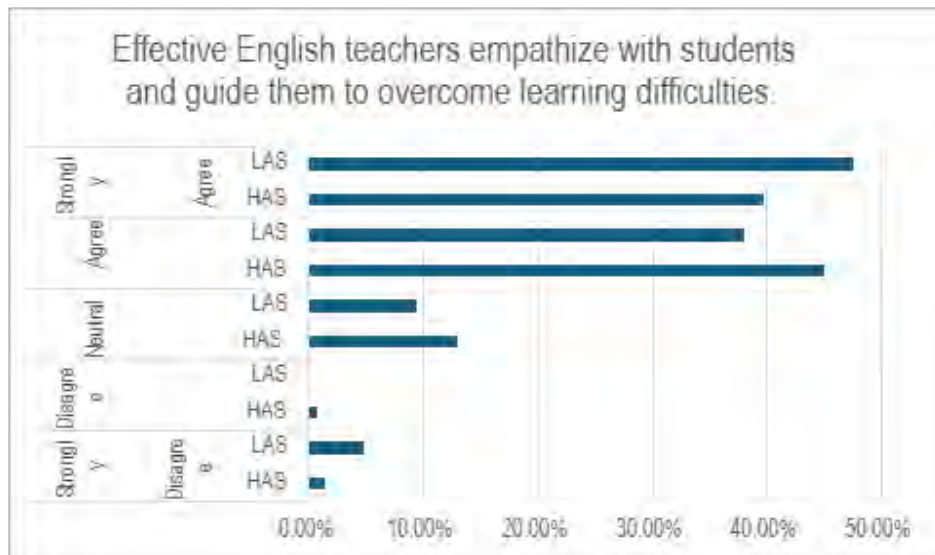


Figure 14: Statistical clustered bar of survey question three.

Around 47.6% of low-achievers and 39.7% of high-achievers strongly agreed that teachers should empathize with students and help them overcome challenges. Hence, 10 low achievers out of 21 and 52 high achievers out 131 show their agreement with this point.

(XV) An effective teacher should have a good sense of humor for a lively class.



Figure 15: Statistical clustered bar of survey question three.

Approximately 81.0% (17 out of 21) of low-achieving students and 48.1% (63 out of 131) of high-achieving students agreed that a teacher's good sense of humor makes students feel comfortable and reduces anxiety, facilitating effective learning.

(XVI) An effective language teacher always listens to the students carefully and responds accordingly.

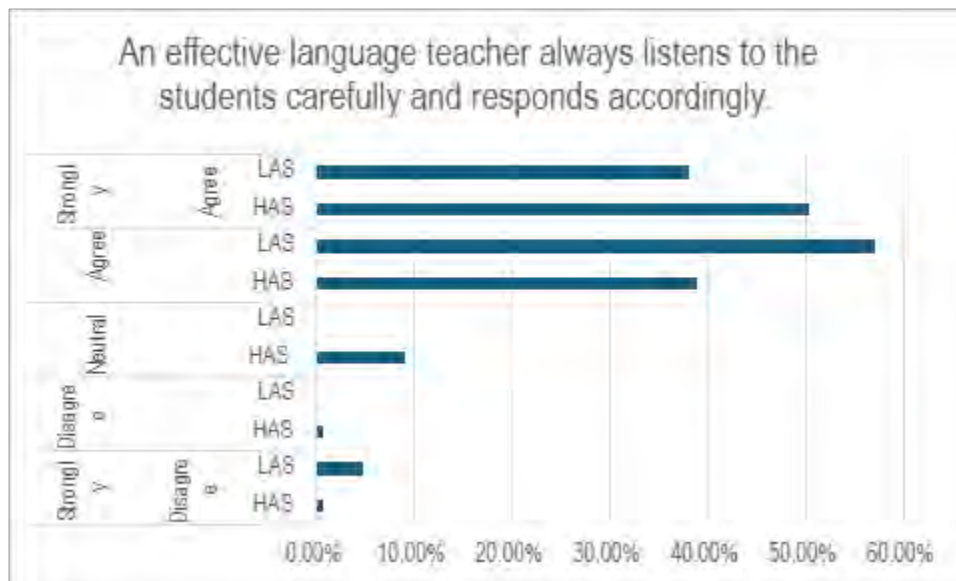


Figure 16: Statistical clustered bar of survey question three.

To sum up, nearly 38.9% (51 out of 131) of high-achieving students and 57.1% (12 out of 21) of low-achieving students agreed that effective teachers attentively respond to students' queries, which helps prevent confusion and keeps students actively engaged in the learning process.

4.6.7 Type of Institution-Based Students' Perceptions Regarding Effective Teachers Content Knowledge

(I) An effective English teacher possesses sound content knowledge

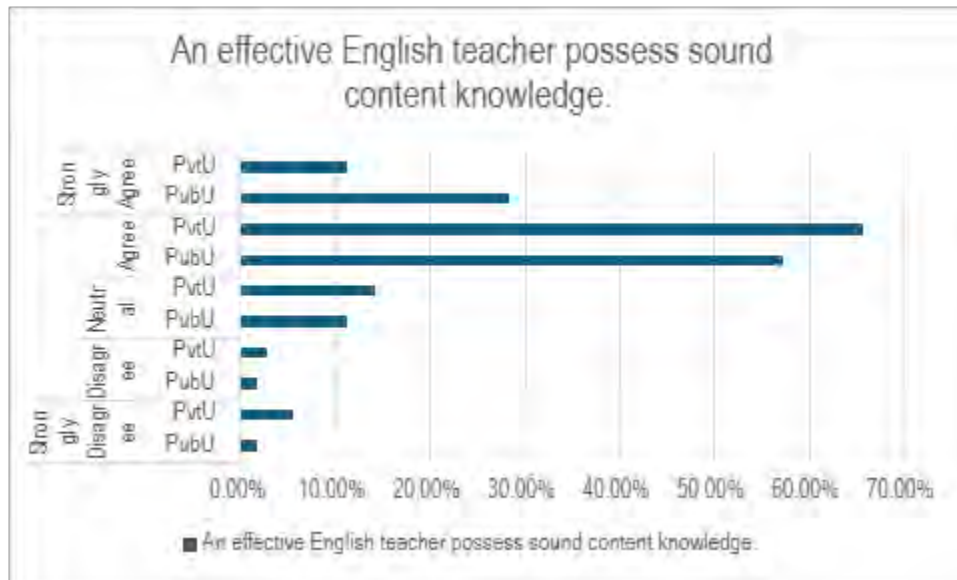


Figure 1: Statistical clustered bar of survey question four.

This part illustrates students' views on effective English teachers' efficiency in content knowledge across academic institutions. Most PubUs (57.3%) and PvtUs (65.7%) respondents agreed that effective teachers need a strong command of content knowledge to enhance students' comprehension and foster critical ideas. Thus, 57 PubU students out of 117 and 23 PvtU students out of 35 agree regarding effective teachers' language proficiency.

(II) Effective English teachers use English as a medium of communication



Figure 2: Statistical clustered bar of survey question four.

The statement-English should be used as the primary medium of communication, was supported by around 48.6% (17 out of 35) of PvtU and 56.4% (66 out of 117) of PubU students. However, around 6% of students from both types of institutes disagreed on this point.

4.6.8 Type of Institution-based Students Perceptions Regarding Effective English Teacher's Pedagogical Knowledge

(III) An effective English teacher values both content and language in the lesson.

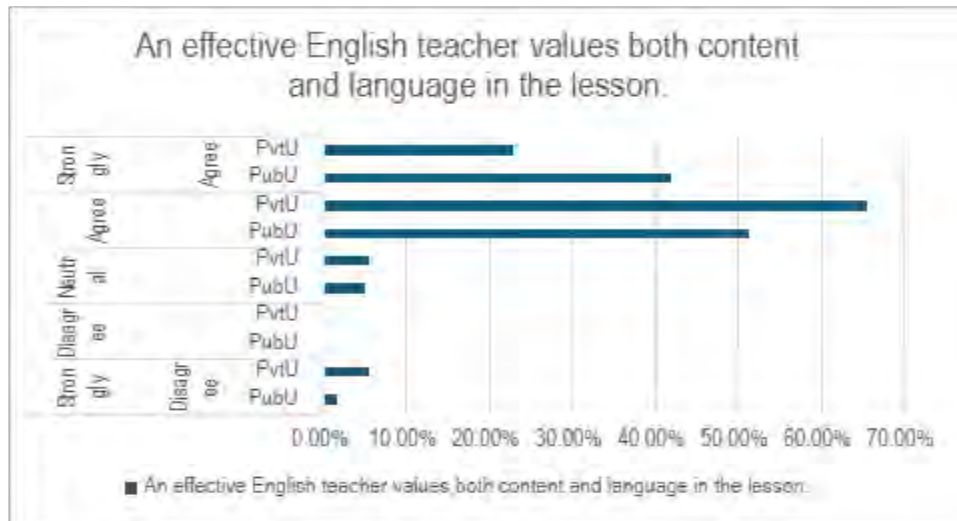


Figure 3: Statistical clustered bar of survey question four.

This bar chart shows students' perceptions of teachers' pedagogical knowledge by institution type. At least 51.3% (60 out of 117) of PubU and 65.7% (23 out of 35) of PvtU students agreed that effective teachers should value content and language similarly in lessons.

(IV) Effective English teachers use various teaching methods to support learning styles and learners' needs.

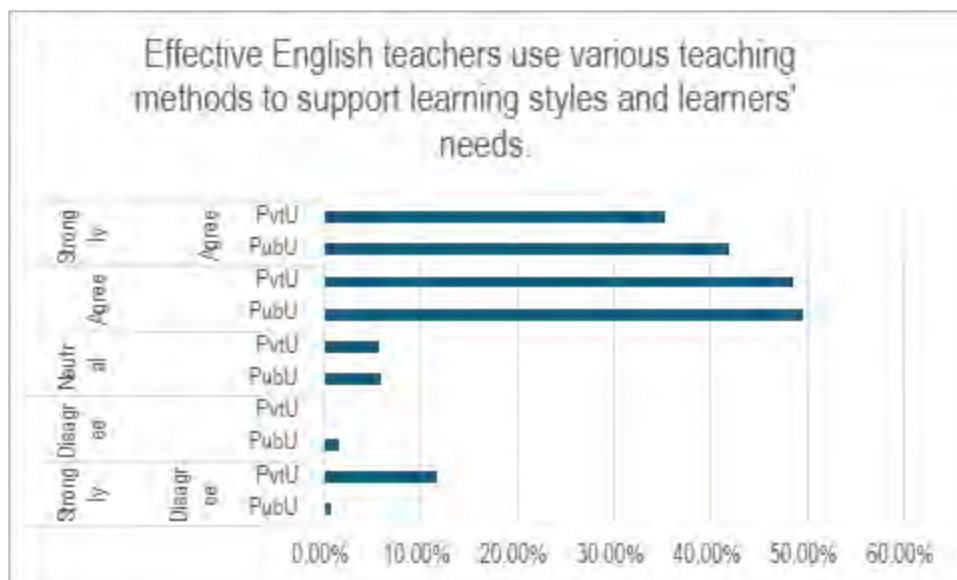


Figure 4: Statistical clustered bar of survey question four.

Similarly, 49.6% of PubU and 48.6% of PvtU students believe that effective teaching methods support diverse learning needs. Hence, it clarifies that 58 public university students out of 117 and 17 private university students out of 35 agreed on this point.

(V) An effective English teacher creates engaging classes and interactive learning sessions through group and pair work

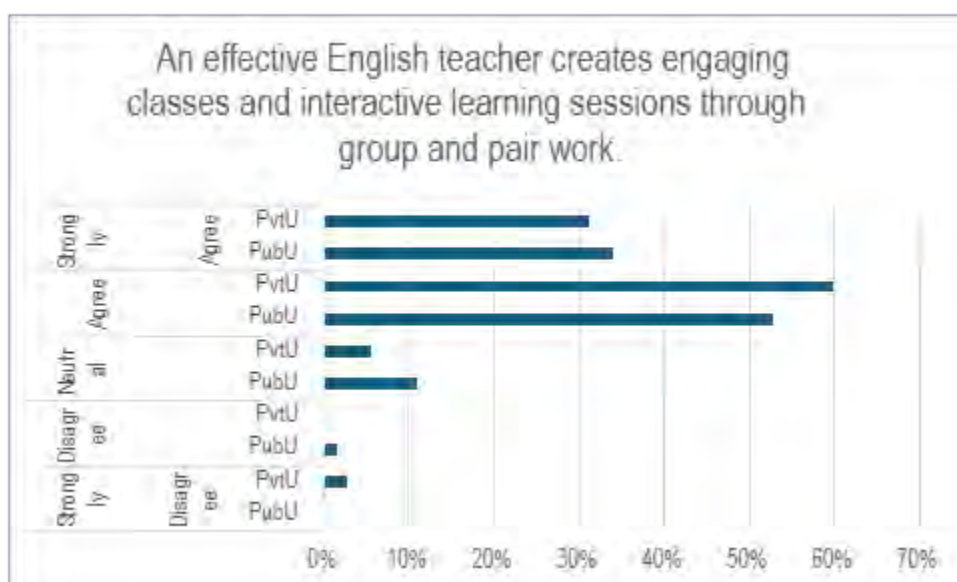


Figure 5: Statistical clustered bar of survey question four

Most responses indicated that 53.0% of PubU and 60.0% of PvtU students agreed that effective English teachers foster engaging learning through group and pair work. Therefore, 62 public university students out of a total of 117 and 21 private university students out of 35 respondents prefer collaborative learning to foster individual growth.

(VI) An effective English teacher possesses managerial skills to maintain the classroom.

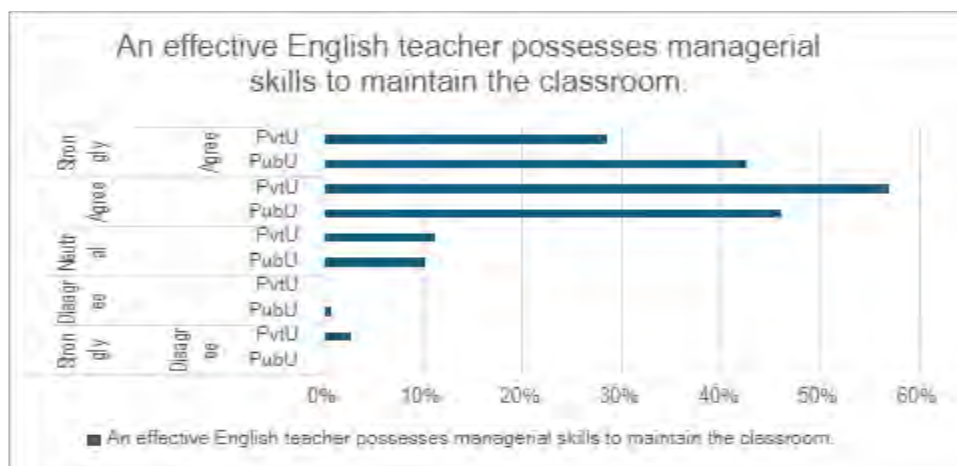


Figure 6: Statistical clustered bar of survey question four

Furthermore, 46.2% (54 out of 117) of PubU and 57.1% (20 out of 35) of PvtU students agreed that effective English teachers have adequate classroom management skills, with very few respondents disagreeing with the given statement.

(VII) An effective English teacher applies both formative and summative assessment techniques

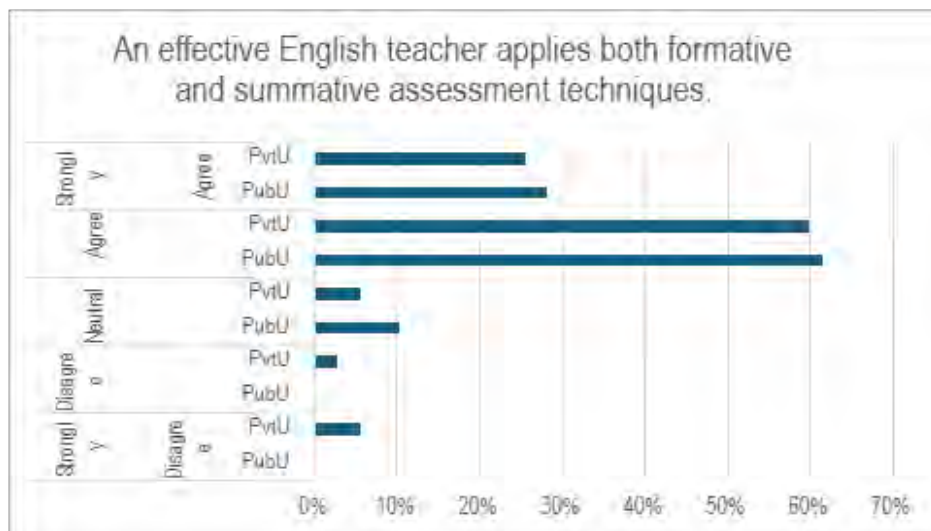


Figure 7: Statistical clustered bar of survey question four

Regarding assessments, almost 61.5% of PubU and 60.0% of PvtU students agreed with the given statement though 10.3% from PubUs and 5.7% from PvtU remained neutral. Thus, approximately 72 PubUs among 171 and 21 out of 35 from PvtUs took the position that diverse assessments adopted by an effective English teacher fosters their creativity.

(VIII) Effective English teachers present the value of the content by connecting it with the real world

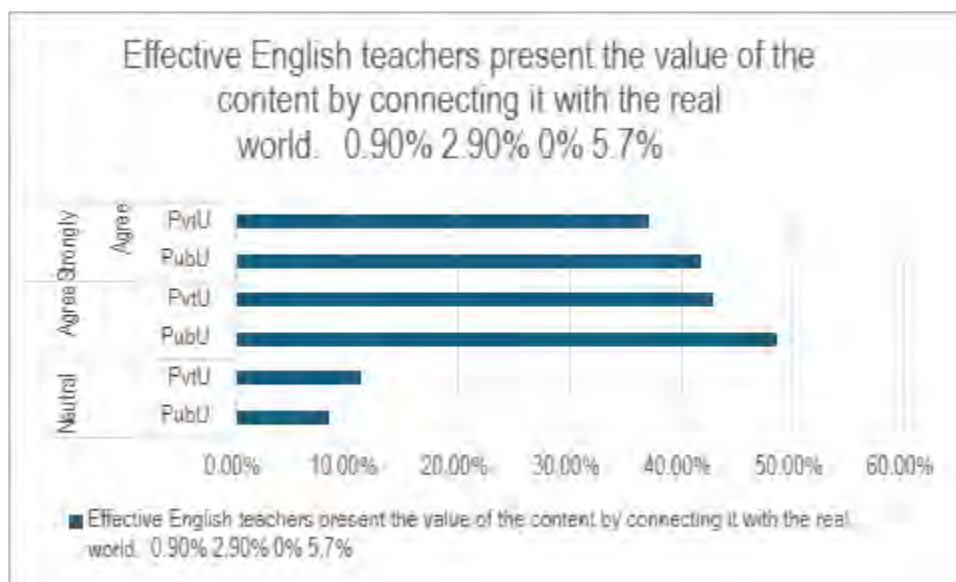


Figure 8: Statistical clustered bar of survey question four

This bar chart indicates that nearly 48.7% (57 out of 117) of public university students and 42.9% (15 out of 35) of private university students agreed that the importance of providing relevant examples by an effective teacher of English enhances their comprehension of the content.

(IX) An effective English teacher motivates learners to use English beyond their classes

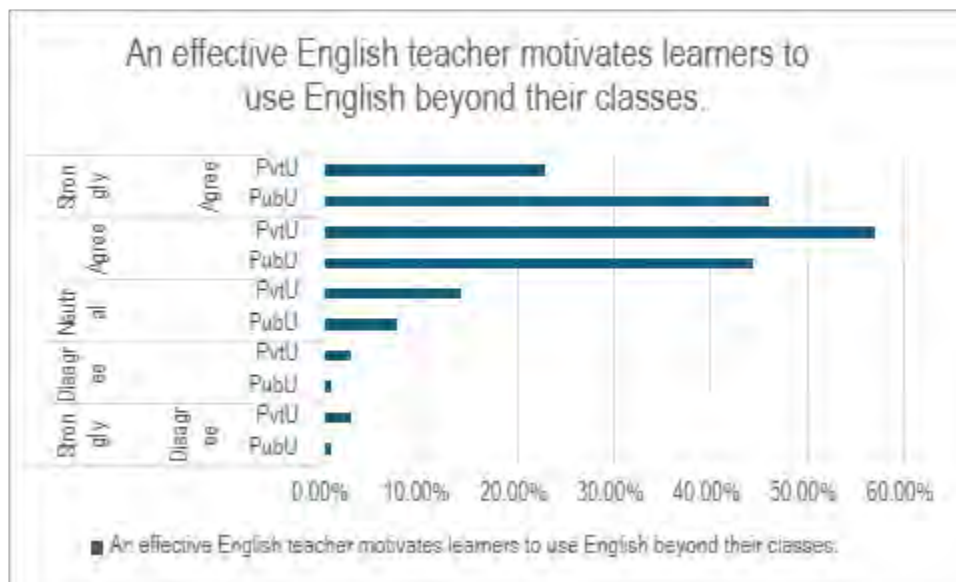


Figure 9: Statistical clustered bar of survey question four

On motivating learners to use English outside of class, 44.4% of PubU and 57.1% of PvtU students agreed. This indicates that 52 out of 117 public university students and 20 out of 35 private university students believe that teachers' motivation serves as a key factor in achieving success in life, both inside and outside the classroom.

(X) An effective teacher provides constructive feedback to improve students' learning

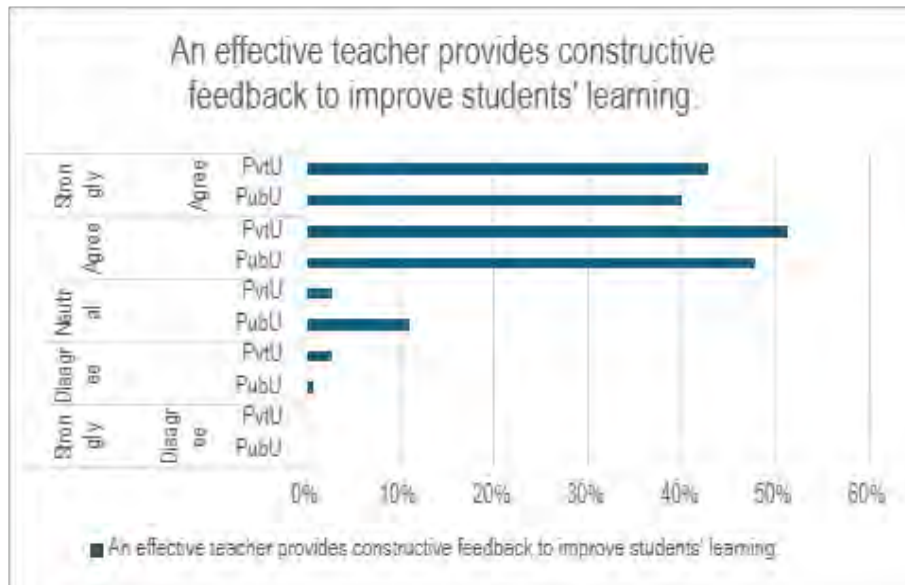


Figure 10: Statistical clustered bar of survey question four

About 47.9% (56 out of 117) of PubU and 51.4% (18 out of 35) of PvtU students agreed that effective English teachers provide constructive feedback without strong disagreements from their peers.

(XI) An effective teacher should have a specialized degree/training in English language teaching



Figure 11: Statistical clustered bar of survey question four

Regarding teachers training, 47.0% (55 out of 171) PubUs and 51.4% (19 out of 35) PvtUs shared similar perceptions. Students from both institutions agreed that through training, teachers can enhance their skills with new teaching practices, which they can implement in the classroom to benefit the learners.

(XII) A teacher should be evaluated to ensure effective teaching

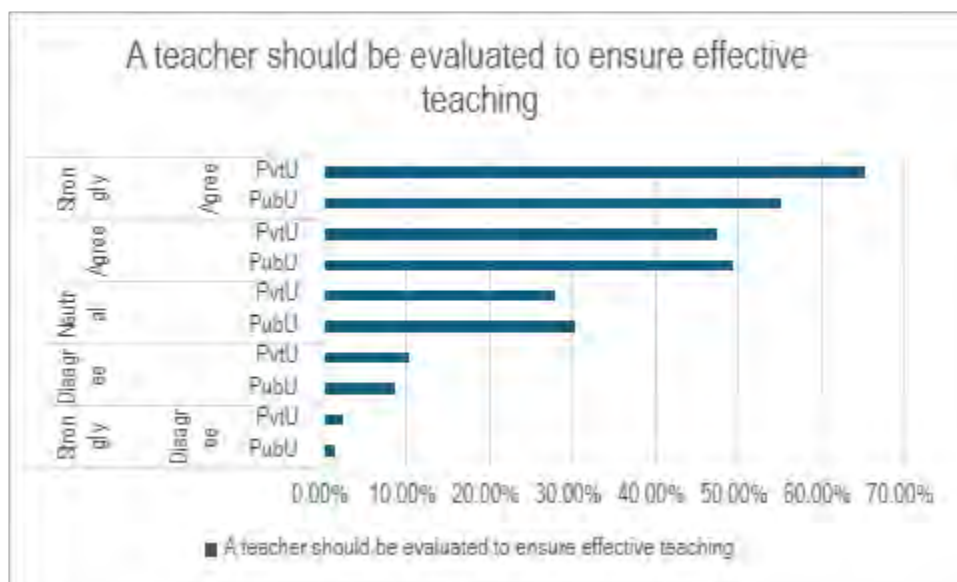


Figure 12: Statistical clustered bar of survey question four

Lastly, 49.5% of PubU and 47.5% of PvtU students strongly agreed on teacher evaluation. That means 58 PubUs among 117 respondents and 17 PvtUs among 35 students believed that teacher evaluation helps teachers to identify their strengths and weaknesses and also encourages them to adopt better teaching methods, materials, and classroom practices.

4.6.9 Type of Institution-based Perceptions Regarding Effective English Teacher's Socio-affective Skills

(XIII) An effective English teacher is aware of cultural and socio-economic differences

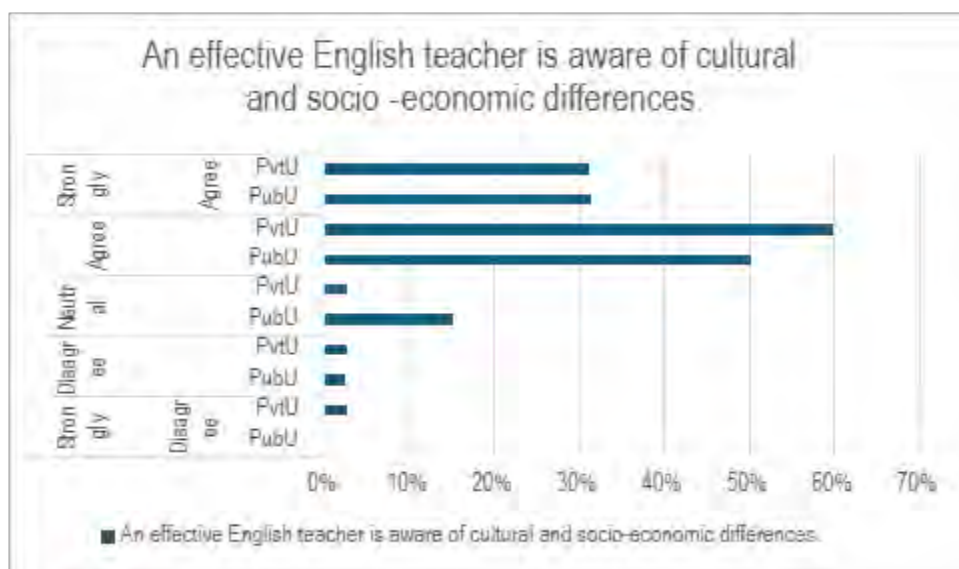


Figure 13: Statistical clustered bar of survey question four

This bar chart shows students' views on effective English teachers' socio-affective skills by institution type. At least 50.4% (59 among 171) of PubU and 60.0% (21 out of 35) of PvtU students reached a consensus that effective teachers understand cultural and socio-economic differences of students.

(XIV) An effective teacher should have a good sense of humor for a lively class.

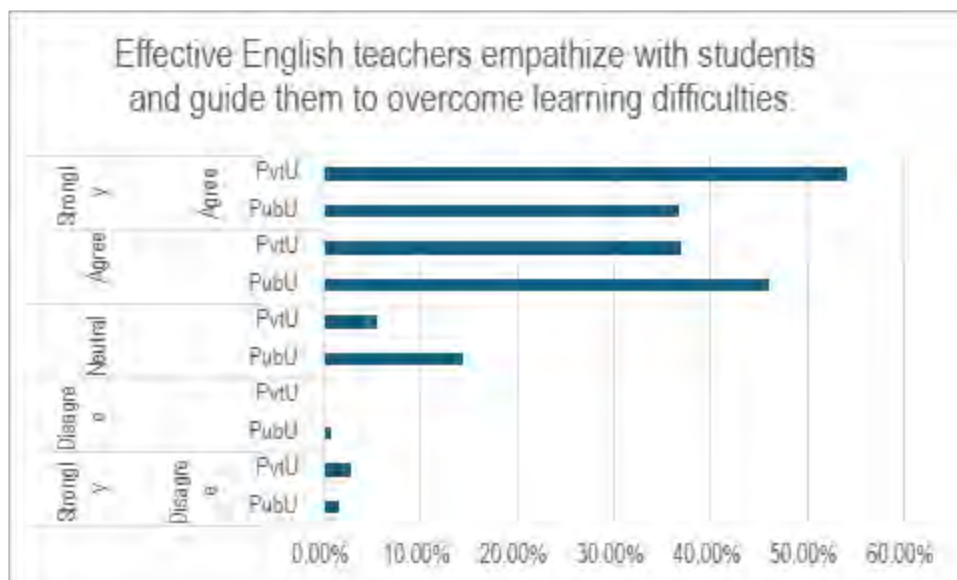


Figure 14: Statistical clustered bar of survey question four

About 36.8% (43 out of 117) of PubU and 54.3% (19 out of 35) of PvtU students agreed that effective teachers empathize with diversely challenged students.

(XV) An effective teacher should have a good sense of humor for a lively class.



Figure 15: Statistical clustered bar of survey question four

Most PubU (54.7%) and PvtU (45.7%) students agreed that an effective teacher has a sense of humor for maintaining a lively class. Consequently, 64 PubU students out of 117 and 16 PvtU

students out of 35 responded with an agreement that a teacher's sense of humor is considered one of the key catalysts in making the class spontaneous and vibrant.

(XVI) An effective language teacher always listens to the students carefully and responds accordingly

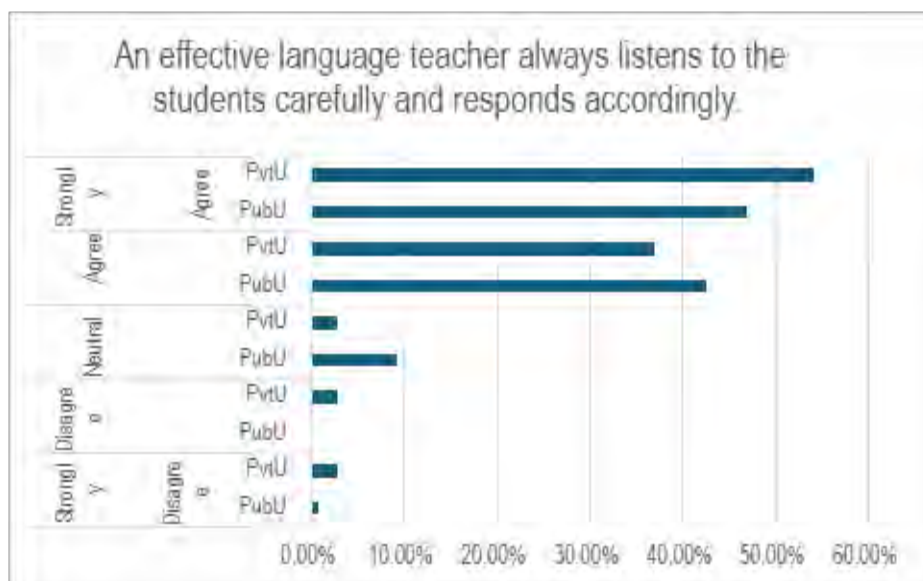


Figure 16: Statistical clustered bar of survey question four

Similar percentages of respondents from public (54.3%) and private (47.0%) universities strongly agreed that English teachers should listen to students for effective learning, with little disagreement. Hence, 66 PvtUs out of 117 and 16 PvtUs students among 35 respondents reached a consensus that teachers' patience and attentiveness toward students' queries make teachers' effective in EFL classes.

4.7 Chapter Summary

These findings (qualitative and quantitative) illuminate the core perceptions of EFL students regarding effective teachers, which may be significant for English language education in the universities in Bangladesh. Findings have shown that teachers' language content knowledge, pedagogical knowledge, assessment literacy, and socio-affective skills are substantial factors in the perceptions of prime stakeholders—the learners (Park & Lee, 2006).

Chapter 5

Discussion

5.1 Introduction

This study used qualitative and quantitative data to examine students' perceptions of effective English language teachers in three areas: content knowledge, pedagogical knowledge, and socio-affective skills. Survey results show that most items received an 'agree' from both groups. A key finding is the significant similarity in perceptions of effective teachers, though minor differences in individual items were noted. Interviews revealed student perceptions that primarily aligned with the quantitative findings.

5.2 How does the teaching and learning environment affect EFL students' perceptions of the effectiveness of English language teachers at universities in Bangladesh?

Understanding the effectiveness of English teachers requires identifying key factors in the teaching-learning context, such as content knowledge, pedagogical knowledge, feedback and assessment strategies, and socio-affective skills. Teachers must also closely consider students' perspectives to ensure the meaningful learning.

Content Knowledge for Teacher Effectiveness

As highlighted by the interview participants, teachers' content knowledge is crucial to students' overall learning. Most students indicated that content knowledge is one of the most critical aspects of teacher effectiveness. Teachers' sound content knowledge helps students comprehend the concept properly, going beyond surface-level understanding (Singh et al., 2013; Kleickmann et al. 2013; Alzubi, 2022; Al-Mahrooqi et al. 2015). It enables them to apply concepts critically and also engages the learners in deeper learning. However, without solid content knowledge, a teacher may struggle to explain concepts clearly, which might hinder teacher effectiveness.

Teachers' subject expertise and experience

This sub-theme underscores that subject expertise and teaching experience are essential to teacher effectiveness. Participants observed that experienced teachers excel in understanding students' needs and delivering content proficiently by incorporating practical examples that enhance learners' conceptual understanding. Furthermore, teachers with many years of experience encourage students to draw knowledge from various resources, thereby broadening their cognition from theoretical and practical perspectives (Ünal & Ünal, 2012; Ismail et al., 2018, Nyagah & Gathumbi, 2017; Fatma & Tugay, 2015). In contrast, novice teachers may face challenges when effectively meeting students' needs, as their knowledge remains constrained to book-based teaching in the initial phase. Therefore, learners expressed a preference for instructors who have a strong command of content knowledge and can connect the content with authentic examples, which enables them to comprehend the concept deeply (Munna & Kalam, 2021; Al-Mahrooqi et al., 2015; Khan & Rahaman, 2017). Thus, the data suggest that teacher effectiveness is strongly influenced by subject expertise and teaching experience rather than by reliance on textbook-based knowledge alone.

“There is no visible difference I found between novice and experienced teachers’ regarding their teaching process. But I noticed that experienced teachers provide a lot of resources and also present real-life examples than novice teachers to make us grasp the content.” (S3)

Experienced teachers excel in delivering lectures that include real examples, helping students bridge the gap between theory and real-world scenarios. Students view experienced teachers as effective in developing critical thinking and achieving academic excellence. As Ismail et al. (2018) noted, professional teachers are strategic, mature in handling challenges, and skilled at fostering students' higher-order thinking skills. This aligns with Fatma and Tugay (2015), who found that experienced teachers are typically more knowledgeable, productive, and adept at management than their less skilled peers.

“The teachers’ who have years of experience in teaching can teach the students’ well and understand the students’ strengths and weak points of learning whereas sometimes the new teacher faces an issue to deliver the content from different perspectives.” (S4)

Enhancing communication through English and little translanguageing in EFL classroom

English serves as a global lingua franca, underscoring its significance for learners around the world. Students pursue a supportive environment where mistakes encourage self-improvement. This approach reduces native language interference and minimizes foreign language learning anxiety, leading to better outcomes for learners. As a result, students' affective filters stay low, enhancing their confidence in adjusting with the learning-environment. English-based pedagogy aligns with communicative language teaching strategies, highlighting meaningful interactions and real-world communication as vital for language development. This integration boosts students' learning capabilities and equips them for participation in global context (Sahan & Sahan, 2024; Al Mamun et al., 2012).

“The teacher should use English as the medium of communication and encourage students to do the same. Students may commit grammatical mistakes at the initial phase, but they become habituated to the exposure if the teachers correct their mistakes in a friendly manner.” (S4)

The interviews reveal that the translanguageing approach can be considered an effective strategy for enhancing teacher effectiveness in EFL classrooms. In EFL classrooms, students often come from diverse educational backgrounds with varying levels of language proficiency. By closely observing classroom dynamics, teachers can maximize the use of English while strategically incorporating students’ native languages as a supportive communication medium. This translanguageing approach may help all learners comprehend the content more effectively while improving their overall target language competence. Consistent with these findings, previous research by Mirza et al. (2012) and Quadir (2021) has shown that teachers usually adapt translanguageing practices in response to learners' limited proficiency in English. Moreover, these

studies note that students often experience a lack of motivation for language learning when instructional methods fail to accommodate their linguistic needs, further reinforcing the value of translanguaging as a pedagogical approach in EFL context.

“Since English is not our mother tongue, the teacher can make a balance between students’ native language and the English language. The teacher can speak around 70% of the time in English and 30% in their native language in the classroom. This strategy will help students to have a clear idea on the content and also help to develop their language proficiency.” (S7)

Pedagogical Knowledge for Teacher Effectiveness

Teachers' pedagogical knowledge is crucial for implementing effective strategies that address students' diverse needs (Ferguson & Danielson, 2015; Seidel & Shavelson, 2007). It encompasses teaching specific content, managing classrooms, assessing learning, and adapting to various styles. A strong foundation of knowledge enables teachers to create engaging, inclusive, and impactful experiences that promote critical thinking and overall academic success for students.

Using real examples and avoiding lecture-based teaching

Teachers employ various strategies to engage students in classes effectively. Adhering to only coursebooks without practical applications can render teaching ineffective and impede meaningful discussions. Students often lack opportunities to voice their ideas in lecture-based settings, as teachers dominate classroom discourse. Connecting content with real-world examples improves understanding and retention, enhancing students' cognitive abilities. This finding aligns with Munna and Kalam (2021), who noted that students expect educators to incorporate cooperative learning and real-life examples. Qualitative data of the current study indicate that students consider relating content to the real world a hallmark of an effective teacher.

“Teachers should use examples related to the content to simplify complex topics. I appreciate when our faculty uses real-life examples for clarity. However, I dislike one-way lecturing, where there’s little interaction or concern for students’ understanding.” (S8)

Self-directed learning

Students view effective teachers as providers of learning materials and resources to enhance understanding from various perspectives (Hamre et al., 2013). This approach helps set personal goals, activate prior knowledge, hold students accountable, and develop higher-order thinking skills. Begum (2019) noted that teachers can promote learner autonomy by supplying additional resources, thus reducing traditional spoon-feeding methods. Many students agree that "teachers motivate learners to use English beyond the classroom," suggesting that teachers encourage independence and experiential learning, driving success in their future careers.

“Our faculty provided diverse learning resources for deeper understanding of the content and shared pre-learning materials to help us prepare and participate actively in class.” (S5)

The interview reveals that resource deficits negatively impact students' academic outcomes and growth, isolating them from the evolving world and limiting their experiences to textbooks and lectures only. Previous studies, including Jamal (2018) and Getie (2020), have also identified the lack of teaching resources as a barrier to teacher effectiveness, adversely affecting student grades.

“Our teacher hardly shared the resources (e.g. pdf file, article, webpages) as supplementary learning on the subject matter.” (S8)

Facilitating teacher-student and student-student interaction

Students appreciate teachers’ positive attitude toward interactive learning and view them as practical language guides and problem solvers. Exchanging diverse perspectives fosters understanding and an inclusive atmosphere. Statistics of this current study show that teachers create engaging classes, encouraging students to think creatively and develop interpersonal skills. This aligns with Khandelwal's (2009) findings, which suggest that teachers’ positive interactions

among students' foster an inclusive learning environment and enhance teachers' effectiveness, as students feel more comfortable sharing their insights with both teachers' and peers, leading to them more engaged and enthusiastic in classroom learning.

“Our faculty encourages us to share our thoughts and insights on class topics, as well as discuss subjects with classmates, which has been impactful for our learning.” (S5)

Teachers' reluctance to answer students' queries demotivates them and negatively impacts their grades. Students often struggle with content due to learning differences. Thus, teaching techniques should align with students' preferences to enhance academic performance (Mergler & Tangen, 2010; Gulistan, 2017; Shahzad & Naureen, 2017).

“Our faculty showed negative facial expressions when we frequently raised questions about topics that we didn't perceive. Sometimes, he responded to our questions but often he ignored them.” (S4)

Valuing both content and language

Students perceive teacher effectiveness in terms of integrating content knowledge and language skills. Teachers' language proficiency aids learners in understanding instructions and motivates them to communicate in the target language. Strong linguistic competence also builds students' confidence, creating a warm learning environment. Hung (2023) notes that teachers' communicative competence is vital for addressing modern educational demands. Additionally, teachers must possess deep subject knowledge—facts, theories, and principles—to effectively teach students. Thus, combining subject knowledge with language proficiency empowers teachers to enhance students' content and language skills (Shariatifar et al., 2017). This aligns with Çelik et al. (2013), who state that teachers' subject knowledge and language efficiency fosters a supportive learning environment. Qualitative data of this study supports quantitative findings, indicating that learners perceive an effective English teacher as someone who values content and language equally. This suggests that both are crucial in academia. A teacher's role extends beyond grasping the lesson; it also includes effectively communicating knowledge to students. Therefore, presenting content is essential in language teaching pedagogy.

“I guess both (content and language) of them are necessary because whoever wishes to be an impactful teacher needs to have a concrete knowledge of content along with necessary language skills.” (S5)

However, in English language courses, the main goal is to teach students to improve their English skills, so teachers’ pay more attention to grammar, vocabulary, and communication. In contrast, teachers focus more on clearly explaining the topic in content-based lessons, even if students make language mistakes. This shows that teachers often separate language learning from content learning. While this approach can help students understand the subject better, it also limits their opportunities to enhance their English skills during content-based lessons. It suggests the need for a better balance, where language and content are prioritized in all classes. Alzubi (2022) highlights the significance of teachers' language skills and subject mastery in influencing students' academic success and communication abilities.

“Our teachers prioritized language over content in English language courses. On the other hand, in content-based lessons, teachers emphasized the concept keeping language aside.” (S1)

Collaborative learning

Collaborative learning in English teaching is vital for effective education. Teachers promote participation by forming teams, allowing weaker students to learn from more knowledgeable peers. Group learning fosters creativity, interpersonal skills, and problem-solving abilities (Paolini, 2015; Macsuga-Gage et al., 2012). Additionally, collaboration builds leadership skills that students can use in their future careers. Demirm and Sonmez (2021) and Tarajová and Metruk (2020) also highlight the importance of collaborative competencies in twenty-first-century education. Survey data from this current study show that students agree that interactive sessions through group work create an inclusive environment.

“Our faculty decides whether tasks are completed individually or in groups/pairs. The faculty emphasizes the importance of collaboration, using real-world examples like the need for teamwork in the job sector to prepare us for future workplace challenges.” (S6)

Impacts of Teachers’ Feedback and Assessment Strategies on Students’ Performances

While language teachers focused on proficiency and pedagogy, learning feedback, rubrics, and alternative assessments significantly emphasized factors that positively influence students’ academic outcomes.

Constructive feedback

Giving constructive feedback is essential for becoming an effective teacher, enabling students’ learning development as teachers highlight their strengths and weaknesses. It serves as a core tool, providing emotional support and motivation for learning. Al-Mahrooqi et al. (2015) and Gafar and Lestari (2023) suggest it enhances learning, promotes excellence, and builds resilience. Quantitative data of the current study supports these qualitative findings that constructive feedback fosters a growth mindset and meaningful academic progress.

“My faculty consistently provided feedback on every assessment and discussed the strengths, weaknesses, and also the reasons for score deductions when we sought clarification. This ongoing support helped me improve my learning.” (S8)

Lack of feedback demotivates learners and affects their grades. Students expect constructive feedback from formative assessments to address mistakes and prepare for summative assessments, leading to better academic performance. Al-Mahrooqi et al. (2015) found that Bangladeshi learners prioritize teacher feedback in pedagogy for effective learning. Learners with diverse capabilities need constructive feedback, requiring teachers to act as supervisors for retention (Gulistan, 2017; Shahzad & Naureen, 2017)

“Our teacher rarely provided feedback on in-course assessments. Therefore, we did not acknowledge our learning gap. With that gap, we sat for the final exam and didn't get a good score on this course, which negatively impacted our overall academic grades.” (S5)

Rubrics

Rubrics help teachers and students in academia, as they provide clear learning outcomes and serve as guidelines for learning assessment. Students can follow the rubric instructions to evaluate their learning against set criteria. Additionally, rubrics act as a roadmap for fair assessments, reducing bias and promoting self-regulation, which motivates students to achieve strong academic results (Wang, 2016). Similarly, quantitative data of this study shows that formative and summative assessment techniques support students' continuous learning. This suggests that teachers should incorporate rubrics so that students take responsibility for their learning and reach their goals.

“The teacher presented the rubrics in the class and explained he would assess our scripts by following the criteria of rubrics. This clarification helped us to understand the process of writing and encouraged us to think about our learning and also analyses our work to match the standard criteria of rubrics.” (S7)

Students struggle without rubrics, lacking clear guidelines for self-assessment. This absence may lead to bias in grading as teachers rely on personal preferences, negatively impacting academic grades. Thus, rubrics are essential in the teaching-learning journey. To align with this principle, previous studies also emphasized that teacher effectiveness will be enhanced when facilitators incorporate diverse assessments in teaching practices (Islam & Ahmed, 2018; Poddar & Mizan, 2020).

“Our teacher did not provide any clear writing structure for exams. During the class session, we had to understand every teacher's individual preference for each course e.g. some teachers prefer descriptive writing and some are looking for specific answers in the exam script. In my first semester, I struggled to demonstrate appropriate writing in exam scripts.” (S1)

Alternative assessments

The teaching-learning dimension has evolved. Today, learning assessment should go beyond traditional paper-and-pen methods. To meet students' needs, assessment reform is essential for becoming an effective teacher. Alternative assessments help students develop higher-order thinking skills, as they often rely too much on rote memorization. In E-learning, computer-based assessments create a flexible environment, minimize human interference, provide instant feedback, and allow personalized assessments based on comprehension. Thus, institutions should implement technology-based assessments to improve academic infrastructure (Yangambi, 2023; Alam et al., 2023).

Additionally, portfolio assessments enhance critical thinking as learners articulate knowledge in written form, integrating real-life skills. They also track learning processes, foster self-reflection, and identify individual strengths and weaknesses. Furthermore, portfolio assessments allow teachers to reflect on their teaching and understand students' learning comprehension. Peer assessment is also practical, involving students in evaluating each other's work, which exposes them to diverse perspectives. This strategy encourages learners to be proactive, responsible, and critical thinkers. Teachers should provide clear guidelines for fair assessments. Varied assessments boost creativity, motivation, autonomy, and problem-solving skills among tertiary students in Bangladesh (Wang, 2016; Islam & Ahmed, 2018; Poddar & Mizan, 2020). These findings align with quantitative data of this present study that suggest teachers should use both formative and summative assessments, indicating that new assessments tailored to student abilities can positively transform the education system.

“The teacher should bring diversity to the assessment system. Ensuring classroom infrastructure, the teacher can introduce the computer-based assessment where no human biases will appear. Also, the teacher can encourage the students to journal writing and introduce the peer assessments with guidelines.” (S1)

Supporting the previous learner's view, another learner appreciated the alternative assessment and new assessment tools.

Through a viva, learners' critical thinking improves, and teachers assess instinctive knowledge using diplomatic questions. Viva minimizes students' affective filter, aiding their professional development. Additionally, podcasts and documentaries enhance students' creativity. Creating podcasts requires synthesizing information systematically, while documentaries merge visuals and narratives to foster in-depth analysis with multimedia tools, simplifying complex concepts. This data also aligns with the idea of (Hasan et al., 2020), who found that integrating multimedia tools can make learning more engaging and interesting to the learners.

“Viva, podcast, and documentary should be the part of learning assessment. Viva fosters critical thinking while podcasts and documentaries promote creativity....” (S7)

Socio-Affective Skills for Teacher Effectiveness

Teachers' socio-affective skills foster an inclusive learning environment for impactful teaching.

Teachers' rapport

Teachers with good rapport help learners understand lessons faster and foster seamless communication for academic guidance. A positive relationship builds trust and encourages active engagement in the classroom. Students appreciate enthusiastic teachers who maintain strong bonds, which can significantly impact academic performance. A dynamic teacher-student relationship enhances teaching-learning effectiveness (Wirantaka & Wahyudianawati, 2021; Park & Lee, 2006; Chen & Lin, 2009). Survey responses of this present paper indicate that when teachers listen carefully and respond, it motivates students to learn and value diverse ideas in discussions.

“Our course teacher tried to make a healthy relationship in the class and we could easily raise questions if anything was unclear to us.” (S4)

An opposing view shows that maintaining good relations with students negatively affects teachers' effectiveness. This bias hinders students' academic learning. For language teachers, fostering

relationships with all students is crucial (Chen & Lin, 2009). Teachers must address issues of irregular students and provide individual support to aid their educational progress.

“In our class, the teacher maintained a positive relationship with the CR (Class Representative) or those who were attentive to the study. But those students were insincere about the study they were being detached from the teachers’ attention.” (S3)

Teachers’ empathy

Teachers’ empathy motivates students academically and personally. Language learning and students’ psychological factors are interconnected; if one falters, learning suffers. A teacher can mentor and provide tailored support for weaker students to achieve better performance. Students value teachers who show concern for their grades and allow them to strive for improvement. This aligns with Alzeebaree and Zebari (2021) and Chen and Lin (2009), emphasizing students’ appreciation for emotional support during challenges. Survey data of this paper provided the similar insight that “English teachers empathize with students and guide them to overcome learning difficulties” for meaningful learning.

“Our course teacher tried to support us in both academic and non-academic matters. Sometimes he counseled irregular students in the class for being sincere in studies. Apart from that, our teacher sometimes took the make-up test if we didn't score well in class tests/assignments/quizzes.” (S1)

Sense of humor and strictness

Teachers' interpersonal skills significantly enhance teachers’ productivity. A teacher with humor fosters a comfortable, engaging environment, promoting positive classroom interactions. A growth mindset profoundly impacts students' performance by encouraging them to seek guidance. Conversely, an intimidating demeanor can raise students' affective filter, hindering their engagement and learning. Thus, teachers must balance flexibility and rigidity; too much friendliness or strictness can lead to teacher ineffectiveness in EFL classroom. Managerial skills, positivity, and playfulness are essential for cultivating students' language competence (Ali et al.,

2020; Park & Lee, 2006). Many students in a quantitative study of this research agreed that “a teacher should have a good sense of humor for a lively classroom.”

“The teacher should make a balance between humor and strictness in the classroom. If a teacher always shows flexibility, he will lose the command of teaching. Occasionally, by cutting jokes the teacher can make the learning comfortable. By contrast, if the teacher is always in a serious mood as a result classroom learning can become monotonous.” (S2)

Impact of Teaching-Learning Context on Teacher Effectiveness

The teaching-learning context shapes students' future career paths by providing well-structured curricula, adequate instructions, and facilitating their creativity.

Academic curriculum and resources

Students value a well-organized learning environment that enhances their critical and creative skills to achieve their goals. The university curriculum should focus on being a hub of learning, excellence, innovation, and research. Learners appreciate organized university archives for knowledge access from diverse sources, aiding their competency in global networks. Additionally, students favor e-libraries for gaining knowledge beyond physical limits (Altun & Ahmad, 2021; Ahmadi, 2018; Yangambi, 2023; Maulana et al., 2017; Sieberer-Nagler, 2016; Alam et al., 2023; Abbasi & Mir, 2012). University collaborations provide access to digital resources from international institutions through e-libraries. Universities must also offer real-world learning to help students develop the proficiency needed for success. These resources create a well-rounded environment, equipping students with academic knowledge and practical skills. To reach this goal, educators must address educational and individual challenges while creating curricula that meet various students' skill levels (Shishavan, 2010; Kim & Seo, 2018; Bandura, 1986).

“I believe that my university provides the best support to promote convenient learning. Furthermore, our library is equipped with books, journals, digital media and comfortable seating and has the facility of an e-library. Furthermore, I am a member of a debate and

language club where I have seen a bunch of programs arranged to teach the students real-life skills.” (S6)

A student showed a negative attitude towards academic resources. Learning extends beyond teachers’ instructions and suggested books, making access to a well-resourced library essential for students. With global changes, staying updated with diverse knowledge is crucial. A resourceful library is critical as students spend much time in academia. Moreover, a lack of reading space hinders metacognitive skills, as compelling reading requires an inclusive atmosphere. Students also struggle to develop leadership, managerial, and co-curricular skills. Consequently, the absence of a supportive learning environment may hinder their professional success. This is supported by Karim (2018) and Jamal (2018), who found that insufficient resources and rigid curricula negatively affect students' academic performance, particularly in primary and secondary education in Bangladesh.

“I have mixed feelings about my university teaching-learning culture. In the first semester, we received foundation courses that helped me to develop my basic skills. On the other hand, our library is not well equipped with books and desktops and has not yet started an online library for the students. Furthermore, we are not allowed to read our books in the library and there is no reading room as well. Regardless of cultural programs, workshops/seminars are arranged twice or thrice a year.” (S1)

Classroom environment

Classroom climate is one of the most essential factors in ensuring teacher effectiveness. Having an optimal relationship with the students helps create a warm and safe classroom environment so that students can achieve their potential, as they feel secure and confident attempting new tasks and collaborating. Ghafar and Lestari (2023) emphasized that the classroom context is interlinked with teacher effectiveness, while a comfortable atmosphere determines students’ achievement.

“Our classroom is student-friendly according to the number of students where the teacher can easily monitor the students' learning and also help them if they need. Even more, a sitting arrangement is feasible for group work.” (S6)

Students show strong concern about the classroom environment. Classrooms should integrate digital media and adequate logistics to help students reach their potential. Teacher effectiveness also requires well-ventilated and spacious rooms, as they provide a comfortable learning atmosphere. Yangambi (2023) and Alam et al. (2023) emphasize that academic excellence relies on strong infrastructure, including modern classroom facilities and multimedia tools.

“Desktops and projectors were not utilized properly. And some of our classrooms are large whereas some are comparatively smaller. Smaller classrooms have mostly no impact on our learning as long as the course instructor is giving such an activity that requires enough space to move around. On the other hand, the distance between the teacher and students in a large classroom creates a problem in understanding the teachers’ instruction since there is no sound system in our large classroom.” (S8)

Teachers’ training

The teaching-learning process has evolved. Teachers require ongoing professional development to meet the needs of new-generation learners (Jewel et al., 2020). Educators must adopt updated strategies to address diverse preferences, enhancing teacher effectiveness. Universities should offer short-term training programs for novice teachers, emphasizing ‘learning by doing’ to reduce the traditional teaching approach. Teacher effectiveness cannot be gauged by grades, institutional affiliations, or publications, as authentic learning involves empowering others. Therefore, universities should prioritize teachers' training to promote academic excellence and address evolving learner needs. Continuous professional development involving various techniques is vital for improving instructional effectiveness (Kwangsawad, 2017; Raqib, 2019; Quadir, 2021). Many survey participants of this study agreed that effective teachers should have specialized training for meaningful teaching, resulting in teacher effectiveness.

“In our Bangladeshi context, universities are recruiting teachers who have a good CGPA or belong from a public university and many papers in reputed journals. Along with these things, the university authority should consider the teachers’ capabilities of teaching and offer a short-term training session for the teachers to facilitate the students towards effective learning.” (S6)

Importance of a foreign degree

Language teachers primarily focus on pedagogy, language competence, socio-affective skills, and the teaching-learning context to enhance learning. Thus, having a foreign degree can significantly affect teacher effectiveness. Teachers with foreign degrees benefit from international exposure, adopting modern practices and diverse pedagogical perspectives. These educators implement new techniques to help learners compete globally. However, students believe that a teacher's ability to connect, explain clearly, and address individual needs outweighs having a foreign degree. They prefer teachers with deep subject knowledge, practical experience, and genuine concern for students' achievement (Huang, 2010; Elthia et al., 2022; Metruk, 2021; Al-Mahrooqi et al., 2015; Mahmoud & Thabet, 2013). Hence, teacher effectiveness isn't solely defined by the degree's origin. While teachers with foreign education offer valuable insights, teacher effectiveness relies more on passion, adaptability, and the capacity to inspire learning. Local and international teachers bring unique strengths to enhance learning outcomes.

“A foreign degree may exemplify that the faculty has wider knowledge from a different culture but that does not necessarily mean that this particular teacher is meant to be a good teacher. A good teacher is someone who is caring, compassionate and enthusiastic in teaching. So, I thought a foreign degree is valuable but it does not define the meaning of a good teacher.” (S6)

5.3 To what extent are male students' perceptions of effective English language teachers different from those of female students?

Understanding male and female students' views on what makes a good English teacher is crucial for enhancing teaching practices and educational outcomes. This study examines EFL students' perceptions regarding instructors' content knowledge, pedagogical knowledge, and socio-emotional abilities.

Evidence shows that teachers' content knowledge affects students' views on effective English teachers. About 50% of males and 60% of females agree that having strong content knowledge is

essential. Females may value teachers' content knowledge more than their male counterparts (Clement & Rencewigg, 2019; Metzler & Woessmann, 2012) due to an in-depth understanding of the lesson (Lupascu et al., 2014). Qualitative data from this study revealed that teachers with high “subject expertise” connect lessons with the practical context to ensure teaching-learning effectiveness. Support for English as a medium of communication is similar: around 50.5% for males and at least 55.0% for females, reflecting a shared recognition of English's global importance (Al Mamun et al., 2012; Hasan et al., 2020; Sultana, 2016). This emphasis on educators' linguistic abilities underlines their role as effective communicators. Hung (2023) noted that developing communicative competence is essential for modern educational needs. The gender agreement on language skills indicates common expectations, but women may be more attuned to the importance of teachers' linguistic abilities (Mahmoud & Thabet, 2013; Shishavan, 2010). This aligns with literature suggesting that perceptions of teacher effectiveness relate to students' learning experiences and beliefs about language acquisition (Elthia et al., 2022; Lupascu et al., 2014; Aorny et al., 2022). One interview participant from this study stated that “English as a medium of communication” can enhance students' learning capabilities and provide better practical opportunities. There is also a divergence, as another student claimed students' language efficiency can be improved if teachers “use English widely, along with little translanguaging”, so that students can develop their language skills and content knowledge equally. This finding is consistent with Shishavan (2010) and Mirza et al. (2012), who found that by observing students' preferences, teachers can adopt the technique of translanguaging while still prioritizing the target language.

The investigation shows differing views on teacher effectiveness practices between male and female students. Around 59.1% of females believe good English teachers promote group work compared to 48.4% of males, indicating that females favor collaboration more. This aligns with studies emphasizing the importance of peer learning and interaction in the development of students' communication skills (Munna & Kalam, 2021). Furthermore, interview of this study highlighted varying opinions where teachers encounter challenges regarding collaborative work and consequently go with most students' preferences.

Teacher effectiveness depends on teachers' knowledge of both content and language, with at least 57.8% of males and 52.3% of females agreeing on its importance, suggesting males value these

skills for better communication and academic performance. In line with this principle, teachers' subject mastery and language efficiency inspire students to develop academic achievements and communication abilities (Alzubi, 2022). In addition, approximately 55.2% of females believed effective teachers use diverse methods, compared to 40.6% of males, reflecting a preference for varied teaching approaches. Students recommend prioritizing problem-solving over lecturing to boost engagement. This suggests that female students may prefer diverse teaching techniques and methods to fulfill their needs, which are in harmony with studies emphasizing the teaching methods and approaches (Amin, 2019; Metruk, 2021) to facilitate learning. During in-depth interview of this current research, students came up with perceptions that teachers should emphasize "problem-solving learning" and minimize "lecture-based teaching" to effectively engage the learners in the classroom learning. There is a notable difference in views on classroom management, with around 56.8% of females supporting effective management versus 37.5% of males, implying that females prioritize organization and care. The discrepancy might hint at the fact that female students perhaps value the ability of teachers to maintain a well-organized and caring academic environment, keeping in mind the different learning needs (Barnes & Lock, 2013). This finding agrees with what has been discussed previously in effective pedagogy research, stating that successful teachers are needed for successfully managing class dynamics while addressing the students' different learning needs (Febriyanti, 2018).

Additionally, nearly 59.4% of males and 63.5% of females endorsed both formative and summative assessments to enhance creativity and knowledge. Continuous assessment is a process of measuring the learners' academic performance with the alignment of the curriculum framework (Tong & Adamson, 2015; Rahman et al., 2021). Similarly, the study's qualitative data also showed that "alternative/continuous assessment" enhances students' knowledge, comprehension, and skills. Around 51.1% of females expected lessons to use authentic examples compared to around 40% of males, showing a preference for relatable content. This data corroborates Munna and Kalam (2021), finding that relating lessons to practical examples simplifies any difficult content to students. Lastly, about 40.6% of males and 52.3% of females agree that teachers should inspire students to develop the ability for independent learning, which is crucial for developing language skills. Nghia (2015) found the pivotal role of extended learning in empowering students' language competence and diverse knowledge. Qualitative data indicated that lack of support for self-directed learning can hinder student progress, as opined by some interviewees of this study.

Constructive feedback was essential, reported by almost an equal portion of males and females (48.4% of male and 48.9% of female students). These results support previous research on feedback's positive impact on learner confidence and academic performance (Abbasi & Mir, 2012; Shahzad & Naureen, 2017; Gafar & Lestari, 2023). Student narratives from qualitative study revealed mixed experiences: some benefited from regular feedback, while others felt its absence hindered their learning. Another critical component is teachers training, which is mentioned by approximately 43.8% of male and 51.1% of female students regarding pedagogical skills. This gap suggests that female students expect well-trained teachers, as inadequate training is a significant flaw in teacher effectiveness. Without proper training, teachers struggle to adopt new approaches to student learning (Amin, 2019; Hasan et al., 2018; Quadir, 2021). An interviewee from this paper emphasized the importance of teachers' training to support comprehensive learning in today's pedagogical landscape. Both genders recognize the need for teacher evaluation (about male 55.5%, female 59.9%) to connect academic outcomes with teacher accountability and ongoing improvement in pedagogy (Khan & Rahaman, 2017; Metruk, 2021; Nghia, 2015).

The views on teachers' socio-affective competencies were revealing. About 45.3% of male and 58.0% of female participants believe that a teacher's ability to identify cultural and socio-economic gaps enhances instruction. This highlights a gendered concern, with females emphasizing emotional intelligence and inclusiveness in academia (Mahmoud & Thabet, 2013; Wirantaka & Wahyudianawati, 2021; Metruk, 2021). Interview participants of this current research supported this perception, suggesting that considering students' academic and non-academic challenges significantly influences learning. Empathy is essential; close to 37.5% of males and 48.9% of females recognized its importance. Female students value teachers' emotional intelligence more for overcoming learning difficulties (Mahmoud & Thabet, 2013). Interview data of this study indicated that teachers should support students academically and personally to boost motivation. However, only 29.7% of males and 50.0% of females deemed patience and a positive attitude necessary, suggesting females expect more attention and responses to their concerns, influencing their grades (Chen & Lin, 2009). The SLA theory also suggests learners vary by personality, motivation, learning style, aptitude, and age (Ellis, 1985, p. 99). Divergent perceptions emerged in interviews; one participant noted a teacher maintained a "healthy relationship" by allowing questions, while another felt good relationships were maintained by teachers with "attentive students".

Content knowledge, pedagogical knowledge, and socio-emotional skills enhance students' holistic educational experiences. Gender perspectives revealed that while male and female students generally agreed on the benchmark of effective English instructors, subtle differences exist based on the students' gender differences (Chen & Lin, 2009) that educators should recognize. These differences can significantly impact teaching practices. For example, teachers should foster learner autonomy, interactive learning, contextualized teaching, and students' collaboration while considering how male and female students respond to interpersonal relationships in the classroom.

These findings also significantly indicate teachers' qualities, such as teacher education, evaluation, and professional development, for being an effective teacher. Research by Hasan et al. (2024) shows that training should include cultural and socio-emotional competencies with instructional strategies. Teachers must adopt inclusive practices that accommodate various learning styles and incorporate meaningful feedback for all students (Amin, 2019). Additionally, data support ongoing professional development to enhance teachers' practices, ensuring they effectively meet their learners' needs (Hasan et al., 2020; Hasan et al., 2018).

The study on Bangladeshi male and female students' perceptions of good English teachers reveal key traits that each gender appreciates. While similarities exist in both male and female students' expectations for content knowledge, pedagogy, and socio-emotional skills, female students demonstrate more awareness of effective teacher traits mentioned in the majority of the prompts.

Addressing these disparities enhances teacher effectiveness and student success. By considering the diverse perspectives of male and female students, educational institutions can create customized strategies for English language teaching, fostering a more equitable and engaging academic environment for all.

5.4 To what extent do the perceptions of effective English language teachers differ between high-achieving and low-achieving students?

The research question, "How do high-achieving students' perceptions of effective English teachers differ from those of low-achieving students?" investigates effective teaching from the viewpoint of students with varying academic success. Findings indicate that while high-achieving students

(HAS) and low-achieving students (LAS) share some perceptions, significant differences exist in critical pedagogical, content and socio-affective areas.

Evidence relates to content knowledge showed similar trends, with slight variations in teachers' perceived sound content knowledge: at least 58.8% for HAS and 61.9% for LAS, indicating this as a key feature of teacher effectiveness. This data aligns with the literature, which presents that teachers with better content knowledge can facilitate the learners to broaden their learning by applying different pedagogical practices (Reza Adel & Azari Noughabi, 2023; Kleickmann et al., 2013). Both groups agreed on English as the medium of communication (around 54.2% HAS, 57.1% LAS). This data aligns with Barnes and Lock (2013) and Hung (2023), highlighting linguistic competence as a core expectation. Qualitative data from this study also indicated that teachers should promote “English as a medium of communication” in EFL classroom so that students can foster meaningful interactions in the target language and enhance their communicative competence in the professional field.

Differences in pedagogical knowledge were becoming more evident. For example, approximately 66.7% of LAS value interactive learning environments, whereas only 52.7% of HAS do. This suggests lower-achieving students rely on interactive methods for comprehension, supporting findings by Hasan et al. (2024) and Haque (2022). Interview participants of this study expressed differing views on collaborative learning; some favor collaborative tasks for personal growth, while others prefer individual work to avoid teamwork inconsistencies. Additionally, 85.7% of LAS believe English teachers should emphasized content and language equally, compared to about 49.6% of HAS. This may indicate that LAS feels both skills are essential for understanding complex concepts. Alzubi (2022) and Shariatifar et al. (2017) emphasized that teachers who are proficient in both content and language play a key role in students' academic success. Knowledge of diverse teaching methods, practical strategies, and appropriate pedagogy enhances teachers' effectiveness and empowers learners to participate actively in the learning process. Qualitative interviews of this study revealed varying opinions, with some students prioritizing fluency in English language courses and conceptual knowledge in content-based lessons.

There were slight inconsistencies in perceptions of teaching methods to accommodate diverse learning styles (nearly HAS- 48.1%, LAS- 57.1%), suggesting LAS expect teachers to tailor

approaches to student needs, as supported by Alzubi (2021) and Hasan et al., (2024). Quantitative data of this research aligned with qualitative findings, indicating that “creative learning” is preferred, as students today have diverse skills. Notably, about 71.4% of LAS prefer content connected to real-world applications versus 41.7% of HAS, suggesting LAS find complex concepts more accessible with practical relevance. This is consistent with research by Amin (2019), Hasan et al. (2020), and Munna and Kalam (2021), who showed that real-life examples enhance students’ learning comprehension. Furthermore, interview data of this paper indicated that learners appreciate teachers adept at connecting “content to reality”. Managerial skills were deemed necessary by nearly 61.9% of LAS compared to 46.6% of HAS, hinting that LAS need more structured environments, as noted by Vattøy and Smith (2019) and others. Many interview participants in this research highlighted that a teacher with “strong classroom management skills” is able to accomplish learning objectives effectively and foster an inclusive environment (Yangambi, 2023; Alam et al., 2023). Additionally, around 71.4% of LAS agree with using various assessments, while 59.5% of HAS do, indicating that LAS see diverse assessments as crucial for tracking progress, supported by (Tong & Adamson, 2015; Rahman et al., 2021; Gafar & Lestari, 2023). In the qualitative findings of this study, students appreciated varied forms of assessment and offered some suggestions regarding “alternative assessments” such as viva, peer assessments, computer-based assessment, or project-based evaluations for fostering students’ critical and creative skills. Moreover, about 61.9% of LAS found motivational strategies beyond the classroom essential compared to nearly 42.7% of HAS, aligning with Hasan et al. (2018) and Nghia (2015) on the importance of out-of-class engagement in supporting lower-achieving students. In qualitative findings in this research, some students indicated that self-directed learning offers broader opportunities, although lacking teacher support may hinder this process. Perceptions of constructive feedback varied; about 57% of LAS versus 47.3% of HAS acknowledged its importance, echoing Kourieos and Evripidou (2013), who highlighted lower-achieving students' dependence on feedback for improvement. Interview data from this study's feedback revealed students' differing experiences, with some appreciating feedback's role in identifying strengths and weaknesses, while others felt underserved by formative feedback, adversely affecting academic outcomes. An agreement was more substantial regarding the need for teachers’ training (around 46.6% HAS, 57.1% LAS), highlighting a shared belief in professional development acknowledged by Hasan et al. (2024) and Rahman et al. (2020). Interview participants from this

present research also emphasized the need for teachers' training in diverse methods based on learning objectives. Regarding teachers' evaluation, around 60.5% of LAS versus 45.4% of HAS identified ineffective teachers as a factor in low achievers' poor performance. This suggests teacher evaluations should consider all learners' perspectives, supported by prior study (Rahaman, 2017).

Socio-affective skills highlight differences between HAS (51.1%) and LAS (61.9%) in valuing cultural awareness, with LAS being more empathetic (around 47.6% strongly agreed vs. 39.7% for HAS). Alzeebaree and Zebari (2021), Chen and Lin (2009), and Emran (2025) indicated that lower-achieving students rely on emotional support during academic challenges. Interviews of this study revealed that teachers' "empathetic attitudes" aid in students' educational success and long-term professional goals. About humor (at least HAS- 48.1%, LAS- 81.0%) and active listening (around HAS- 38.9%, LAS- 57.1%) preferences suggest LAS values "relational pedagogy" more (Hickey & Riddle, 2023, p.3), supported by Ghasemia and Hashemi (2011) and Farooqui (2014). Students remarked that teachers should balance humor and rigidity and allow learners to express their thoughts to achieve learning outcomes.

While most LAS agreed on effective teachers' content, pedagogical knowledge and socio-emotional skills compared to HAS. In addition, LAS emphasized varied assessments, balancing content and language skills with real-life relevance, balance between sense of humor and rigidity, and responds to students attentively. However, HAS sought more empathy from teachers in terms of socio-affective skills than their counterparts.

These differences reflect the need for differentiated learning, with LAS highlighting engagement, teacher evaluations, and socio-affective support as aids for academic challenges. This underscores the need for tailored educational methods, as Amin (2017) and Quadir (2021) noted. The study finds that successful English language teachers are understood differently by students with varying achievements. To bridge these disparities, flexible strategies combining cognitive and emotional approaches are vital for creating inclusive educational environments, aligning with calls for differentiated instruction to address achievement gaps and promote equitable outcomes.

5.5 To what extent do perceptions of effective English language teachers differ between public and private university students?

The research question, "To what extent do public university students' perceptions of effective English language teachers differ from those of private university students?" highlights distinctions in how students perceive teacher effectiveness in terms of categories of educational institute.

Quantitative data from the study revealed that approximately 65.7% of PvtU and 57.3% of PubU students agreed that effective English teachers must possess clear content knowledge, with both groups favoring English as the medium of communication (around PvtU 48.6%, PubU 56.4%). This aligns with the studies of Barnes and Lock (2013), Hung (2023), Reza Adel and Azari Noughabi (2023), and Kleickmann et al. (2013), who emphasized teachers' linguistic competence and subject mastery as a mandatory competence for being the effective educators. However, PvtU students showed a marginally stronger preference for content knowledge and communicative competence. This supports Amin's (2019) and Aorny et al.'s (2022) claimed that private universities foster more intense English environments, enhancing pedagogical content knowledge and linguistic accuracy appreciation. Interviewees of this paper unanimously agreed on the necessity of teachers possessing strong "subject expertise" alongside "experience," advocating for "English as a medium of communication" for authentic exposure to enhance learning. (Kleickmann et al., 2013; Alzubi, 2022). Additionally, participants responded that minimal use of "translanguaging" also supports students' conceptual understanding of the subject-matter and language development, as noted by Mirza et al. (2012) and Alzubi (2022).

As illustrated in teachers' pedagogical knowledge, there was a significant gap: around 65.7% of PvtU students appreciated content-and-language integration versus 51.3% of PubU. This may stem from curricular differences, as private universities often employ creative pedagogies. Munni and Rafique (2023) noted that teachers in private universities use multiple learning technology to enhance writing and content delivery, boosting student engagement. Qualitative data of this research revealed differing views; Some learners placed greater importance on teachers' proficiency in English when it came to language-oriented courses. In contrast, others prioritized the teachers' depth of conceptual understanding in content-based lessons, with minimal focus on target language. Interactive learning was notably higher at PvtU (60.0%) than PubU (53.0%),

supporting Munni and Rafique's (2023) and Hasan et al.'s (2020) claimed that advanced learning tools enhance students' participation in collaborative learning in private institutions. However, interview data from this current paper showed contrasting opinions; some participants felt teachers lacked initiative for cooperative education, while others praised their focus on practical teamwork. Moreover, about 57.1% of PvtU students, compared to 46.2% from PubU, believed effective teachers possess managerial skills for classroom order, suggesting that private settings may require structured classroom management. Vattøy and Smith (2019) highlighted that teachers' classroom management skill is crucial because their clear instructions support students to navigate learning tasks more confidently with less stress, especially in private institutions, whereas lower responses from PubU might reflect leniency in public settings. Students shared diverge experiences during the interview sessions of this study, demonstrating teachers with "strong classroom management skills" are equipped to allocate class time efficiently that contributes to successfully complete the learning objectives, leading to students' better academic grades. Moreover, assessment practices were similarly aligned between PubU close to (61.5%) and PvtU (60.0%), indicating a shared appreciation for diverse evaluation methods to foster creativity (Rahman et al., 2021; Wang, 2016; Gafar & Lestari, 2023). Qualitative data of this study also suggested that alternative assessments foster creative knowledge development. Teaching methods were relatively comparable between PubU (49.6%) and PvtU (48.6%), underscoring their significance for teacher effectiveness (Al-Mahrooqi et al., 2015). Interviews of this research indicated participants favored teachers who integrated methods to simplify complex content.

PvtU students significantly prioritize teachers' who motivate learners to learn English both inside and outside classes—about 57.1% versus PubU's 44.4%—highlighting a key pedagogical difference: teachers' at private universities might incorporate advanced learning tools, motivate students to develop a habit of extensive learning and provide the different learning resources that encourages learners to be independent beyond the classroom areas, as per past studies (Hasan et al., 2024; Islam et al., 2024; Begum, 2019; Rahman & Pandian, 2018; Hamre et al., 2013). Qualitative insights revealed that teachers should offer diverse materials to foster students as self-guided learners, while some learners noted that the scarcity of resources negatively affects their ability to engage in independent learning. In addition, survey data indicated that around 48.7% of PubU students believed effective teachers relate content to real-world scenarios, compared to about 42.9% at PvtU, showing a desire for practical examples in theoretical teachings. Munna and Kalam

(2021) confirmed that contextual examples enhance students' learning outcomes. Furthermore, qualitative data of this study explored, students appreciated creative teachers as they simplify the difficult content through the introduction of real-life examples. Constructive feedback needs were similar across groups (approximately, PubU 47.9%, PvtU 51.4%), suggesting both cohorts value feedback for their academic growth (Gulistan, 2017; Shahzad & Naureen, 2017). Interview participants of this study emphasized constructive feedback to identify learning gaps and promote continual progression. Notably, 51.4% of PvtU students desired teachers training, compared to at least 47.0% at PubU, indicating that many private university instructors may lack adequate training. This data also aligns with Bandura (1986), who stated that the social environment determines teacher effectiveness and shapes the students' perception of an effective teacher, thereby academic institutions should provide teachers training programs to enhance educators' capacity to implement modern and effective teaching practices. Raqib (2019) also noted that insufficient digital literacy and misalignment with student needs hinder teacher effectiveness in the EFL classroom, suggesting that training is essential for private university educators in Bangladesh. Overall, students advocated for well-trained teachers with a solid understanding of educational frameworks. Regarding evaluations, both groups sought assessments based on teachers' effectiveness, effort, and students' performance, which could better inform instructional practices (Rahaman, 2017; Quadir, 2021).

Regarding teachers' socio-affective skills: around 60.0% of PvtU students and 50.4% of PubU students believed good English teachers acknowledge cultural and socio-economic differences. This supports Rahman et al. (2018) and Quadir (2021), who noted that teachers' empathetic attitudes increase students' learning motivation and academic success. Thus, perceptions of empathy were higher at PvtU (37.1%) than at PubU (46.2%). Emran (2025) found that teachers at private institutions should emphasize their higher-order thinking skills and emotional intelligence to become influential educators. Additionally, around 54.7% of PubU students and 45.7% of PvtU students agreed that a teacher's humor facilitates effective learning. This suggests students prefer teaching methods that reduce their learning anxiety and enhance classroom relationships with the educators, as per Alzebaree and Zebari (2021). The importance of active listening and addressing student concerns was notably higher among both groups (around 54.3% among PubU and 45.7% among PvtU students), reflecting a widespread expectation for teachers' empathy and adaptability.

Amin (2017) and Farooqui (2014) highlighted this quality as vital for building trust and fostering an inclusive classroom environment, helping diverse student demographics.

This research shows that public and private university students have the varied expectations about teachers' content knowledge, pedagogical knowledge and socio-affective skills. However, compared to the content and pedagogical practices, the domain of socio-affective skills varied more between both public and private university students; the students of public university gave greater importance on teachers' socio- emotional skills, whereas private university students agreed more about the importance of teachers having pedagogical knowledge than their public university counterparts.

These differences highlight the need for public institutions to adopt more innovative, student-centered approaches using advanced learning tools and social strategies to enhance the learning experience. This aligns with the broader discussion on differentiated instruction and equitable access to education.

5.6 Chapter Summary

This study highlights teachers' content knowledge, pedagogical understanding, and socio-emotional skills as key to addressing learners' evolving needs and ensuring teacher effectiveness. The qualitative and quantitative data present similar fundamental perspectives regarding what constitutes an effective English teacher; however, subtle divergences could significantly impact pedagogy.

Chapter 6

Conclusion

This study examined the perceptions of effective English teachers among tertiary learners in Bangladesh via a self-report questionnaire focused on three categories: content knowledge, pedagogical knowledge, and socio-affective skills. While student subgroups shared similar views on effective teaching, subtle differences may influence practices. Firstly, more female students agreed that English teachers should have content knowledge, pedagogical knowledge, and socio-affective skills, compared to male students. Secondly, more low-achieving students agreed that teachers must demonstrate sufficient content knowledge, pedagogical knowledge, and socio-affective skills. Thirdly, private university students agreed more about the importance of teachers having pedagogical knowledge than their public university counterparts, while public university students emphasized teachers' socio-affective skills more than those from private universities. All groups valued certain teacher traits like diverse teaching methods, interactive learning, and empathy, but some characteristics were specific to certain groups. For instance, female students emphasized collaborative learning and teachers' classroom management more than male students. On the other hand, male students showed a stronger preference for both content knowledge and language skills within the domain of teachers' pedagogical knowledge. Most low-achieving students displayed their preferences for English teachers with content knowledge and different pedagogical and socio-affective skills than those of high-achieving students. The most significant discrepancies between high and low achievers were found in their perceptions of various assessments by their teachers, balancing content and language skills with real-life relevance, a sense of humor with strictness, and responding to students with care, which low achievers favored more. However, the high achievers expect an exceptional emphasis on teachers' empathetic attitudes in teaching practices compared to low achievers in EFL classrooms. Moreover, private

and public university students expressed diverse needs regarding content knowledge, pedagogical knowledge, and socio-affective skills for becoming effective teachers. At the same time, significant differences in perceptions are noticeable in the domain of teachers' socio-affective skills between public and private university students. Students specifically emphasized teachers' empathy and occasional fun, as well as English as a medium of communication, which is expected more by public university students. Qualitative findings cohered with quantitative data with occasional divergence, suggesting English teachers need subject matter knowledge, instructional expertise, and experience. Additionally, prioritizing contextualized teaching, diverse instructional methods, educators' feedback, assessment strategies and motivation skills are deemed essential attributes for being an effective and spontaneous teacher in EFL classrooms. Teachers' rapport with students, awareness of socio-cultural factors, and understanding of the teaching-learning context influence students' classroom engagement and language development, positively impacting students' academic performance. Thus, educational institutions should offer in-service or pre-service professional development programs essential for addressing learners' diverse needs, including gender groups, achievement levels, and various teaching-learning contexts in EFL classrooms. Prospective teachers may utilize the following recommendations of this study to implement effective teaching practices in the EFL classroom and enhance overall teacher effectiveness.

Recommendation

The following key findings of the current study might be helpful in future teaching-learning of a foreign language in higher education.

1. To be an effective university-level English language teacher, one should be well-versed in inclusive education, diverse teaching methods and strategies, and effective feedback techniques to support students' learning.

2. Teachers' linguistic and content knowledge are crucial to increasing students' communication competency and academic performance. English as a medium of communication is deemed a challenge for EFL learners. To accommodate these disparities, flexible teaching strategies incorporating cognitive, minimal translanguaging and emotional aspects are essential for promoting inclusive educational settings.
3. Higher education institutes must offer in-service teachers training programs demonstrating how to facilitate students' implementation of diverse methods and strategies considering learning objectives. A well-trained teacher can teach with a broad understanding of the teaching framework.
4. Teacher evaluation is essential as it ensures the quality of education by identifying strengths and areas for improvement, promoting professional growth through constructive feedback, enhancing teacher effectiveness by encouraging the adoption of innovative strategies, fostering accountability to maintain educational standards, improving students' outcomes by refining instructional methods, and contributing to overall institutional progress by aligning teaching practices with academic goals.
5. Teachers will empower students' learning by motivating them, providing sufficient resources for self-directed learning, and prioritizing collaborative efforts to promote students' growth mindsets and creativity.
6. Teachers should maintain rapport, emotional intelligence, and a balance between humor-rigidity, and patience to cater to learners' individual differences. Moreover, teacher effectiveness can be enhanced by simplifying content using various techniques and authentic examples.
7. To foster an inclusive learning atmosphere, it is compulsory to study students' needs analyses, which involve their expectations, academic proficiency, affiliation, backgrounds, age, and gender.
8. Practicing alternative assessments to measure students' learning is an effective tool as it expands students' critical thinking ability and creative knowledge while minimizing memory-based learning assessments that may not accommodate the learners' expectations.
9. As traditional teaching approaches fade over time, technology-integrated teaching is one of the best tools for teaching students and meeting their demands. Therefore, one must stay

updated and increase digital literacy for dynamic teaching practices to become an effective teacher.

10. Teachers should provide rubrics as a roadmap for fair assessment, reducing unintentional bias and enhancing self-regulation, motivating students to achieve excellent academic grades.
11. The academic curriculum and classroom environment should be updated and well-structured to promote students' learning excellence in 21st-century education.

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Appendices

Appendix-A

Figure 1: Survey Questionnaire for Tertiary level students (2nd, 3rd, 4th year)

Sl No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Students' Perceptions of Effective Teachers' Content Knowledge						
1	An effective English teacher demonstrates a strong command of the English language.					
2	An effective teacher must use English as a medium of communication in the classroom.					
Students' Perceptions of Effective Teacher's Pedagogical Knowledge						
1	An effective English teacher values both content and language in the lesson.					
2	An effective teacher creates engaging and interactive learning sessions though group and pair work.					
3	An effective English teacher possesses managerial skills to maintain the classroom					
4	An effective teacher practices both formative (in-class) and summative (midterm, final exams) assessments for student evaluation.					

5	Effective English teachers present the value of the content by connecting it with the real world					
6	An effective English teacher motivates learners to use English beyond their classes.					
7	An effective teacher should have a specialized degree/training in English language teaching					
8	Effective English teachers use various teaching methods to support learning styles and learners' needs.					
9	An effective English teacher provides constructive feedback to improve the students' learning.					
10	An effective teacher should be evaluated to ensure effective teaching					
Students' Perceptions of Effective Teachers' Socio-affective Skills						
1	An effective English teacher is aware of cultural and socio-economic differences.					
2	Effective English teachers empathize with students and guide them to overcome learning difficulties.					
3	An effective teacher should have a good sense of humor for a lively class.					
4	An effective language teacher always listens to the students carefully and responds accordingly.					

Appendix- B

Questions for In-depth Interview

1. What is your overall experience of learning English at your university?
2. What specific teaching methods did your English teachers use, and how effective were those techniques for learning English?
3. To what extent do your teacher facilitate collaborative learning?
4. What assessment strategies does an effective English language teacher apply to evaluate students?
5. How does your university's teaching-learning culture/environment influence your expectations and perceptions of English language teachers?
6. How do the resources and facilities at your university shape your learning experience and your views about the English teachers?