

Instructors' Variables and Teaching English as a Foreign Language (TEFL)

Dr. Bahman Gorjian

Assistant Professor of Islamic Azad University of Abadan, Iran

gorjianb@yahoo.com

Abstract

The present study investigated the effects of L2 instructors' variables (i.e., motivation, attitude, teaching techniques, sex and age) on teaching English as a foreign Language (TEFL) among non-English major students. The research design was basically descriptive. Research questions and hypotheses focused on discovering the likelihood relationships between university instructors' variables and teaching EFL. The population of the study included 25 instructors of three non-English departments in Islamic Azad University of Mahshahr, Iran. These departments were selected based on non-random judgment sampling. Sample population comprised 17 instructors who were selected based on stratified random sampling. The research instruments were Grosuch's (2003) University Teaching Beliefs Questionnaire, Version.1 and Arends' (1998) Teaching Motivation and Teaching Effectiveness Questionnaire. The reliability and validity of these questionnaires were considerably met. These Questionnaires were administered in the Fall semester of 2006. Data were subjected to analysis through descriptive statistics. Results showed that there were meaningful relationships between EFL and teachers' teaching techniques, motivation, and attitude ($p < .01$). Findings also showed that there were not meaningful relationships between teaching EFL and sex and age ($p < .05$).

Key words: *instructors' variables, TEFL, motivation, attitude, teaching techniques*

1. Introduction

The emergence of new trends in teaching L2 around the world has affected Teaching English as a Foreign Language (TEFL) in Iran in terms of the influence of internet websites, satellite TVs, and computer-based teaching in Iranian institutes and universities. These new teaching instruments have made university instructors (i.e., hereafter teachers and instructors will be used interchangeably) think of the role of TEFL in science and technology. The effect of English for Specific Purposes (ESP) and English for Academic Purposes (EAP) in Iranian industries cannot be neglected. English for General Purposes (EGP) as a prerequisite course of ESP/EAP in Iranian universities which is relatively taught among non-major English students. These students were taught English in primary and secondary high schools and exposed to two or three hours a week reading English textbooks relying on reading comprehension and grammatical points. Listening and speaking skills are not almost involved in such situations. The lack of English language exposure outside the classrooms make the students participated in private language institutes in which listening and speaking skills are dealt with. The majority of university students entered the colleges with a poor background of English due to the lack of inside and outside English exposure. English courses were elective and formal instructions are used in teaching EGP and ESP.

The main factor is the role of instructors' variables in teaching EFL. In most of the university classrooms, the students and teachers' cooperation cannot be followed easily. There are required texts matched with university syllabuses and should be finished at the end of each semester. The role of Persian translation in such classrooms is dominant. The teachers who deal with TEFL may teach different fields of teaching EGP (e.g., physics, chemistry, computer, etc). The selection of teachers in teaching an ESP course is based on his/her experiences in teaching that course books.

The investigations of university teachers can help us to arrive at this situation. The major purposes of this study are: (1) to identify the range, type and frequency of language teaching status used by Iranian TEFL teachers at the university level as the ultimate goal of L2 teaching, and (2) to investigate the relationship of motivation, attitude, teaching techniques (TTs), traditional teaching views (TTVs), sex and age to TEIL. For the purpose of this study, the following assumptions were made:

- (1) There will be significant and meaningful relationships between TEFL statuses and instructors' variables,
- (2) between TEFL status and university teachers' sex role,
- (3) between TEFL status and teaching techniques (TTs) and traditional teaching views (TTVs).

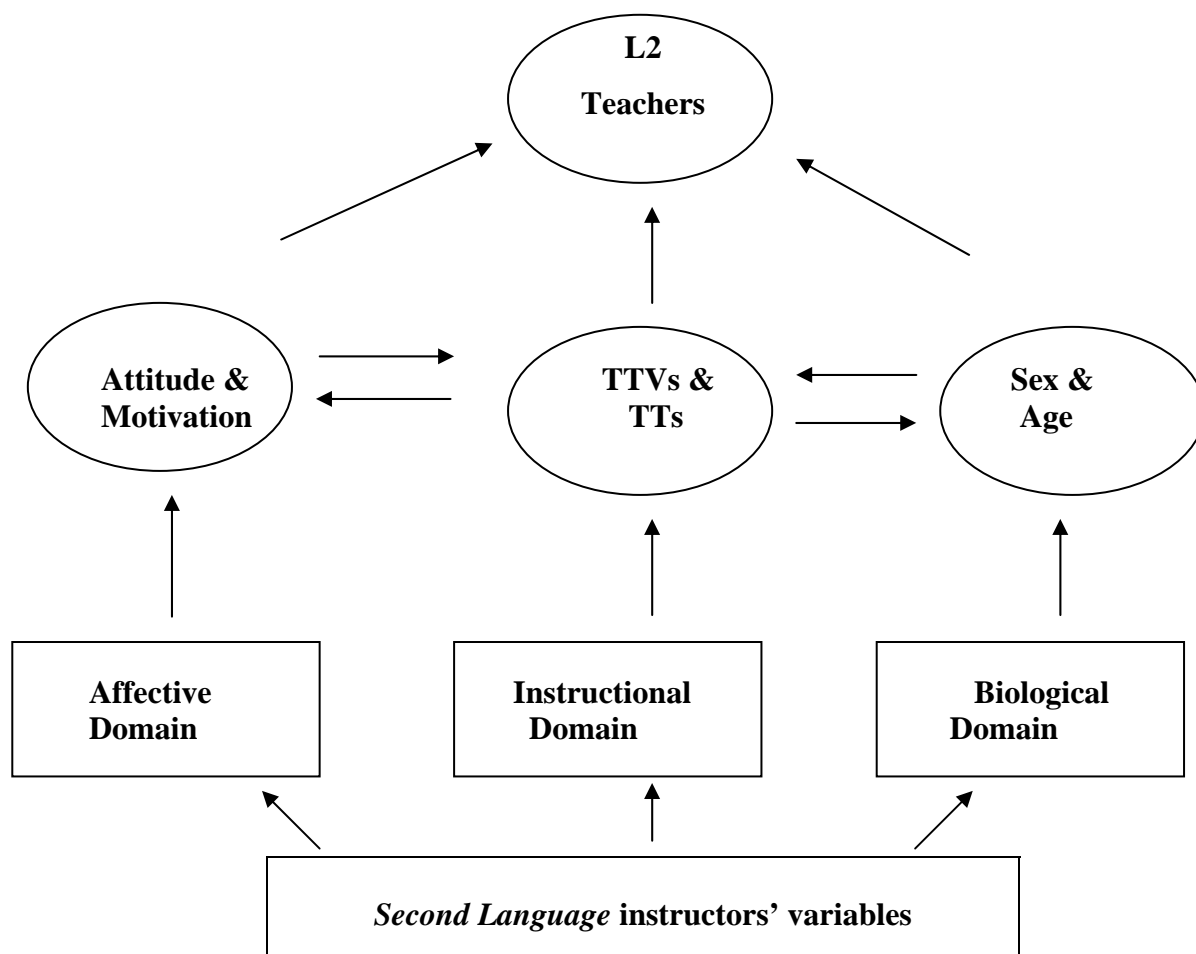
The problem behind the present study is that the researchers mostly have emphasized the students' IDs affecting L2 learning. There are few researches dealing with L2 instructors' variables affecting L2 achievement (Scrivener, 1994; Arends, 1998). Thus, the present study investigated the effects of instructors' variables (i.e., or university teachers' IDs) affecting TEFL theory in Iran. The subjects were 17, male (n=9) and female (n=8), teachers majoring in TEFL with a consideration of variables such as motivation, attitude, TTs, TTVs, sex and age. The subjects were EFL instructors' at the university level. They taught EGP or ESP to undergraduate students in Mahshahr, Khuzestan province of Iran. They filled in 5-point Likert rating scales questionnaires (Arends, 1998 and Gorsuch, 2003).

2. Review of literature

2.1. Second Language instructors' variables

Second Language instructors' variables such as motivations, attitude, TTs and TTVs, sex and age can affect TEFL learning processes. We may divide motivations, and attitudes affective domain, TTs and TTVs is to instructional domain and sex and age to biological domain. These three domains would be interwoven in EFL learning and teaching L2 (Coleman, 1997). Figure 1 shows the interplay between instructors' variables and TEFL.

Figure 1. The Interplay between second language instructors' variables and TEFL



According to Figure 1, six Second Language instructors' variables affect TEFL context directly. It should be noted that three domains of affective, instructional and biological domains are reciprocally interwoven. The study of individualizing instruction came into focus in the early 1970s. According to Dunkin and Biddle (1975); Krashen (1981); Sternhouse (1987) and Madrid (1995) the L2 learners and teachers are two main protagonists in the teaching and learning processes in the classroom. In other words, the role of a competent teacher in EFL situation should not be ignored. Madrid (1995) argues the importance of teachers' knowledge of IDs considerations to design specific classroom research plans: controlling variables, drawing conclusions and apply them to their classroom teaching situations to improve them (Brown, 1980; Gardner and Lambert, 1985; Ellis, 1994). Motivation in L2 teaching processes plays a great role in teaching strategies and exploring new techniques and using experiences in TEFL. (Gardner et al., (1997) defined motivation

as the individual's attitude, desire and effort(345).Teachers' motivation can transfer to L2 students in many way to activate their learning motivations. Here the teacher plays as the motivator of L2 classroom. Most of researches have dealt with L2 learners' motivations and L2 teachers' motivations are overlooked by L2 researchers especially in non-Western countries including Iran. Teachers need to discover their motivations as well as their students' wants to bridge the gap of motivational elements between him/her and the L2 students. These considerations allow L2 teachers to develop natural strengths and may suggest areas for growing of L2 motivation.

Cohen (1998) focuses on EFL teachers to activate learners' strategies in learning EFL. He says "if teachers are willing, in fact to act as change agents in the classroom shifting the responsibility for learning more onto the shoulders of the students themselves-they will actually be taking on series of roles (98)". Thus, L2 teachers and learners are reciprocally motivated by one another and their appropriate interaction can affect their level of motivation (Gorjian, 1998; Nunan, 2005; Ellis, 2005).Teachers' attitude (i.e., positive or negative) towards L2 and teaching career affect successful L2 teaching. Morgan (1993) argues the L2 teacher can change L2 learners' attitudes towards L2 and its culture. Finch (2002) states that L2 teachers should provide the learners with positive atmosphere of the class enhance positive attitudes among FL/SL learners. Cook (2003) noted that the students should believe their L2 teachers as well as the L2 and its native speakers.

Teaching techniques in teachers' case regarded teaching techniques and class management. They refer to teacher's capability in class management and teaching competency strategies and activities (Nunan, 1999).The implications of TTs for teaching, according to Cook (2001) "return us to the discussion of the roles of language teaching in society. Thus, TTs are socio-educational phenomenon which shape L2 learners as well as in teachers' effectiveness. TTVs refer to Arends' (1998:31) idea that L2 teaching may be blocked by traditional teaching viewpoints; therefore, teaching L2 is a developmental process-people progress through stages-and awareness of the stage can facilitate this process." Thus, the teacher can be concerned about problems and opportunities, current or anticipated issues, and new and innovative L2 teaching viewpoints. These modern viewpoints help L2 teachers to account for L2 situations, learners' IDs and EFL teaching and learning strategies. TVs

refer to the state in which university teachers concern with old methods and theories in terms of class management and L2 learning. Traditional viewpoints, passive L2 learners, lack of enthusiasm, severe disciplines, dictatorship, teacher-centered and Confucian ideas in teaching processes may hinder L2 processes (Gorjian, 2006). Fong Chung(2005) proposes that “in language teaching, present programs such as student-centered learning, self-instruction learning (Dickinson,1987) and Communicative Language Teaching (CLT) are among the approaches that support students’ need analysis and personalization(1-2).”Sex as a biological factor may affect L2 teaching theories and strategies. There is a scarcity of data concerned with sex and its role in teaching methods. There is a belief that sex affects L2 learning strategies (Tercanlioglu, 2004; Ok, 2003).But there is little evidence that sex affect L2 teaching strategies. Glombok and Fivush (1994) believe in social role of sex rather than its pedagogical role. In fact, more research is needed in this area (i.e., in both males and females) to establish how effective strategy use may be facilitated by L2 teachers (Gorjian, 2006).

Age and EFL teaching relationship can be considered as an argument between linguists, teachers and biologists. Most of the researches have focused on age in FLA rather than SLL and rarely TEFL. Cook (1986) believes that much of the research is still open to their interpretations. Age as a significant variable can affect the rate of learning and the cognitive variables (e.g., aptitude) as well. Thus, L2 teacher should be aware of age as a biological factor correlated to social and cognitive issues in L2 development.L2 teachers’ age should be studied in terms of their stamina and TEFL experiences. It seems to us age and sex might be influential in L1and L2 learning but there is no evidence that they might affect L2 teaching(Gorjian, 2006;1998).In short, investigations(Oxford,1993,Oxford and Shearin,1994)showed that variables affect L2 learning strategies; however, there is a need to investigate the effectiveness of L2 instructors’ variables in TEFL.

3. Methodology

3.1. Participants

The participants were 17 Iranian university instructors who were teaching EGP and ESP in Islamic Azad University of Mahshahr, Khuzestan province. The subjects were male teachers (n=9),age ranging from 23 to 32 years old, mean (28), SD (3.20) and

the age range of (9). The female teachers (n=8), age ranging from 22 to 45 years old, mean (31.13), SD (8.97), and the age range of (23). The subjects were obtained based on stratified random sampling out of 40 male and female university teachers. Their teaching experiences in males (ranging from 1 to 10) and in females (ranging from 2 to 22). Although they had no obligation to fill out and hand in the teachers' questionnaire, almost all of them completed the survey forms and submitted them.

3.2. Instrumentation

The instruments used in the data collection were a collection of the Arends' (1998) and Gorsuch's (2003) Teaching Motivations and Good Teacher Inventories (Appendix A and B). These questionnaires are self-reporting questionnaires for L2 teachers by requiring them to answer 24-items or questions on their beliefs and viewpoints concerning TEFL in Iran on a 5-point Likert scale ranging from Agree Strongly (5) to Disagree Strongly. Two questionnaires were used: (1) Arends' (1998) Teaching Motivations (4 items) Inventories (Appendix A), and (2) Gorsuch's (2003) Good Teacher Inventory V.1 (Appendix B) which contains three categories (1) Attitudes (5 items), (2) TTs (9 items), and (3) TTVs (10 items).

It should be noted that their reliability and validity coefficients were reported highly in other works (Arends, 1998 and Gorsuch, 2003). However, we piloted these questionnaires in a small sample of L2 teachers for the sake of validation processes. The total reliability and concurrent validity coefficients of the above categories which formed the L2 teachers' belief questionnaire are (Cronbach's Alpha=.95, and $r = .65$ respectively). It was indicated that only one choice on each item should be filled out. Two questions were added to the above questionnaire which asked the teachers to give their ideas on the role of sex and age in TEFL. They were also wanted to write their age and sex and teaching experiences in the spaces provided on the questionnaires.

3.3. Procedures

The data was collected by the researcher at the end of Fall semester 2006. The procedures of questionnaire administration and ethical considerations were followed. Subjects were told that the questionnaires asked questions about their viewpoints and beliefs on the present situation of TEFL. Directions were given and the subjects were

told that they should ask for any clarification they might need and any other extra time as they filled out the questionnaire. They were assured that neither the researcher nor any other person would have access to their responses nor their names would not be used in reporting the results.

The questionnaire administration took approximately 20 minutes. The data was analyzed through Minitab statistical package for the L2 instructors' questionnaire results in two separate phases(i.e., males and females).Descriptive statistics such as means, variances, maximum, minimum, and range were obtained to show the results of variables data analysis. One sample *t* tests were used to test the research hypotheses concerning L2 teachers' beliefs on the proposed questionnaire items. The exact mean of one sample *t* test would be 2.5 but for the sake of approaching to the significant level, we adopt three greater than μ ($3 > \mu$) which used in testing of four hypotheses (i.e., teaching motivation, attitudes, TTs and TTVs). Chi-square(X^2) was used to test the effects of sex and age on L2 teaching. Most results were considered statistically significant at $p < .05$, or $< .01$ level.

4. Results

The descriptive results concerning five research hypotheses (i.e., motivation, attitudes, TTs, TTVs and age) are shown in Table 1 and 2 concerning male and female L2 teachers respectively.

Table 1. Descriptive statistics of instructors' questionnaire (Male, n=9)

Descriptive Statistics: V1, V2, V3, V4, V5							
Variable	Mean	SE Mean	StDev	Variance	CoefVar	Minimum	Maximum
V1	4.267	0.172	0.517	0.268	12.12	3.500	5.000
V2	4.256	0.183	0.548	0.300	12.88	3.100	5.000
V3	3.889	0.186	0.558	0.311	14.34	3.000	5.000
V4	4.333	0.799	2.398	5.750	55.34	1.000	8.000
V5	2.978	0.225	0.674	0.454	22.64	1.800	4.100

Notes: V1=Motivation, V2=Attitude, V3=TTs, V4=TTVs, V5=Age

Table 2. Descriptive statistics of instructors' questionnaire (Female, n=8)

Descriptive Statistics: V1, V2, V3, V4, V5							
Variable	Mean	SE Mean	StDev	Variance	CoefVar	Minimum	Maximum
V1	4.350	0.285	0.805	0.649	18.51	3.000	4.700
V2	4.375	0.137	0.388	0.151	8.87	3.800	4.300
V3	3.988	0.169	0.479	0.230	12.02	3.200	4.000
V4	31.13	3.17	8.97	80.41	28.81	22.00	27.00
V5	2.838	0.182	0.515	0.266	18.16	2.100	3.000

Notes: V1=Motivation, V2=Attitude, V3=TTs, V4=TTVs, V5=Age

Variables 1 to 5 show the results of descriptive statistics on (V1) motivation, (V3) TTs, (V2) attitude and (V4) TTVs. Age and sex variables were analyzed separately. The mean scores of the 4 categories of EFL teachers' questionnaire (i.e., motivation, attitudes, TTs and TTVs) are reported in Tables 1 and 2, where it can be seen that means 1 to 4 are above 3 on the scale of 1 to 5 out of a possible 5, a range which Oxford (1993) defined this mean as moderately high. The last category is below 3 and it shows that L2 teachers believe that TTVs as a low use. Female and male L2 teachers show the same position. Therefore, the subjects rejected the TTVs; therefore, it shows that L2 teachers follow in a new fashion of teaching strategies. This showed that they need to cope with various communicative and international situations in their English classrooms and suggested that Iranian L2 teachers employed modern teaching thoughts to cope with missing knowledge. The summary of data analysis is shown in Table 3.

Table 3. The results of L2 instructors' variables affecting TEFL

Male (n=9), Female (n=8)

Null Hypotheses	Sex	One-sample <i>t</i> test		Chi-square X^2		Results
NH1.Motivation and TEFL	M	7.35	.000	-	-	Rejected**
	F	4.74	.001	-	-	Rejected**
NH2.Attitude and TEFL	M	4.78	.000	-	-	Rejected**
	F	5.83	.000	-	-	Rejected**
NH3.Teaching techniques (TTs) and TEFL	M	6.87	.001	-	-	Rejected**
	F	10.2	.001	-	-	Rejected**
NH4.Traditional Teaching Views (TTVs)and TEFL	M	-.10	.53	-	-	Accepted*
	F	-.89	.79	-	-	Accepted*
NH5.Sex and TEFL	M&F	-	-	4.14	9.42	Accepted*
NH6.Age and TEFL	M&F	-	-	4.63	9.42	Accepted*

**The null hypotheses accepted at the level of significance ($p < .01$)

*The null hypotheses accepted at the level of significance ($p < .05$)

5. Conclusion and discussion

Table 3 reveals that the participants of this study either male or female university teachers emphasized new trends in terms of positive attitude towards using new strategies and teaching techniques towards teaching TEFL in Iranian universities. Both groups (male and female instructors) showed their intents toward new trends in L2 theories and democratic class management ($p < .05$). They reveal that TTVs cannot be valuable and workable in TEFL classrooms ($p < .05$). The variables of sex and age showed no effect on L2 teachers' beliefs as determinant variables. They believed that L2 teaching techniques could be enhanced in terms of teaching experiences ($p < .01$).

Age and sex null hypotheses were accepted at ($p < .05$) to show the lack of meaningful relationships between age and sex and L2 teachers' capabilities ($p < .05$).

Generally speaking, the survey findings agreed with Scrivener's (1994) and Arends' (1998) ideas on the role of instructors' variables and especially attitude and motivation in L2 teaching. The means of survey results in L2 teaching in both male and female showed that L2 teachers were benefited from an interplay between motivation, TTs and TTs and reciprocally (Coleman, 1997). The survey results matched with Gardner (1985) and Ellis (1994) on L2 teachers' awareness on their variables enhancing classroom effectiveness, level of motivation and TTs in TEFL. The relationships between these instructors' variables are very close in Tables 3 and 4. This showed that L2 instructors' variables can reciprocally support each other. These findings agreed with Gorjian (1998; 2006), Nunan (2005), Ellis (2005); and Morgan (1993). The role of TTs as a pedagogical phenomenon matched with Cook (2001). Data analysis of TTVs showed that male and female teachers think of new trends and theories in L2 teaching and learning. This agreed with Fong Chung (2005) and Dickinson (1987). The results also showed that there were not significant relationships between age and sex and TEFL which agreed with Cook (2001) and Gorjian (2006).

In summary, the present study investigated L2 instructors' variables including their beliefs and ideas through a descriptive research design based on a cross-sectional survey method. In this survey, we dealt with six aspects of instructors' variables affecting TEFL in Iran. The results showed that university instructors seek new trends and democratic ways of teaching EFL in class management. They believed in student-centered approaches in teaching and learning processes. They also rejected old-fashioned and out of date teaching theories and strategies which make the students passive and frustrated. The biological variable such as sex and age showed no meaningful relationship to TEFL ($p < .05$). The other teaching variables such as motivation, attitude and TTs showed meaningful relationships to TEFL in Iran ($p < .01$).

The results revealed that the educational policy makers, stakeholders, syllabus designers, textbook writers and L2 teachers should pay much attention to the

transitional aspects of L2 teaching movement in Iran. The modern technology on communicational devices, satellite TVs, internet websites and English as an International Language (EIL) make EFL/ESL teachers close to each other around the world and be familiar with new ideas. Iranian teachers revealed this movement through completing the present self-rating questionnaire on the above variables. Thus, we need to focus on new TEFL theory in Iran dealing with urgent and critical needs of EFL/ESL teaching practitioners. Teaching EFL in Iran should be founded upon instructors' variables and inevitably should be totally revised due to urgent needs which motivate Iranian EFL teachers to participate in the scientific and academic situations around the world. However, these instructors' variables should be explored in further investigations especially in Iran as well as in other non-Western countries.

References

- Arends, R. I. (1998) . *Learning to teach. (4th Ed.)*. New York: Mc Graw-Hill.24-28,100-176.
- Brown, H.D. (1990) . *M & ms for language classrooms? Another look at motivation*. In J. E. Alatis (Ed.), Georgetown university roundtable on language and linguistics (pp, 383-393). Washington, DC: Georgetown University Press.
- Cohen, A.D. (1998) . *Strategies in learning and using a second language*. London: Longman .
- Coleman, J.A. (1997). *Residence abroad within language study*. University of Portsmouth.1-41.
- Cook, V. J. (1986). Experiential approaches applied to two areas of second language learning research: age and listening-based teaching methods. In Cook, V. J. (Ed.) .*Experimental approaches to second language learning* (pp, 23-27). Oxford: Pergamon.
- Cook, V. J. (2001) . *Second language learning and LT (3rd Ed.)*. London: Arnold.
- Cook, G. (2003) . *Applied linguistics*. Oxford: Oxford University Press.
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge: Cambridge University Press.35 .
- Ellis, R. (1994) . *The study of second language acquisition*. Oxford: Oxford University Press.
- Ellis, R. (2005). Principles of instructed language learning . *Asian EFL Journal* , 18(3), 1-7.
- Finch, A. (2002). *Learning to trust: Trusting to learn*. Based on PhD Thesis. Manchester: Manchester University: UK.
- Fong Chung, S. (2005). Putting students' differences in perspectives: An introduction to the individual developing model . *Asian TEFL Journal*, 7(2), 1-12, 37.
- Gardner, R.C., & Lambert, W.F. (1985) . *Social psychology and second language learning: The role of attitudes and motivation*. London: Edward Arnold.
- Golombok, S., & Fivush, R. (1994) . *Gender development*. Cambridge: Cambridge University Press.
- Gorjian, B. (1998).The role of motivation in teaching and learning EFL processes . *Foreign Language Teaching*, 13(49), 11-16.
- Gorjian, B. (2006). *The Role of learners/ teachers' characteristics in learning/ teaching EFL among Iranian university students*. Unpublished PhD Dissertation. Tehran.
- Gorsuch, G. J. (2003).The educational cultures of international teaching assistants and U.S.Universities.*TEES-EJ*.7 (3), 1-22.
- Krashen, S. D. (1981). *Second language acquisition and second language learning* . Oxford: Pergamon.
- Madrid, D. (1995).The foreign language classroom. In McLaren, N., and Madrid, D. (Eds.). *A handbook for TEFL*.Alicante:Marfil.1-20.
- Morgan, C. (1993). Attitude change and foreign language culture learning. *Language Teaching*, 26, 63-75.
- Nunan, D. (1999). *Second language teaching and learning*. Boston: Heinle & Heinle.
- Nunan, D. (2005). Important tasks of English education: Asia-wide and beyond . *Asian EFL Journal*, 7(3), 1-5.

- Ok, L. K. (2003). The relationship of school year, sex and proficiency on the use of learning strategies in learning English of Korean junior high school students. *Asian TEFL Journal*, 1-29.
- Oxford, R. L. (1993). Research on second language learning strategies. *Annual Review of Applied Linguistics*, 13, 175-187.
- Oxford, R. L. (2001). Integrated skills in the ESL/EFL classroom. *CAL Digest*, 1-5
- Oxford, R.L & Shearin, J. (1994). Language learning motivation: Expanding the theoretical framework. *Modern Language Journal*, 78, 12-28.
- Scrivener, J. (1994). *Learning teaching*. London: Mac Millan Publishers Ltd.
- Stenhouse, L. (1987). *Research as a basis for teaching*. London: Heineman Educational Books Ltd .
- TercanLioglu, L. (2004). Exploring gender effect on adult foreign language learning strategies . *Issues in Educational Research*, 14, 1-9.

Appendices:

Appendix A: Arends' (1998) Motivation Questionnaires

ASSESSING MY EFFORTS OR MOTIVATION FOR LEARNING TO TEACH

PURPOSE: One of the most important goals of this text is to inspire your continuing efforts at professional development and to reflect on and plan for the next steps in your own professional growth.

DIRECTIONS: Circle the response that best corresponds to your level of agreement with the statement.

1. I am actively engaged in developing my command of the knowledge base for teaching. (Circle one.)

1. Agree strongly 2. Agree 3. Neither agree nor disagree
4. Disagree 5. Disagree strongly

2. I am actively engaged in reflecting on myself as a teacher and in problem solving around educational issues. (Circle one.)

1. Agree strongly 2. Agree 3. Neither agree nor disagree
4. Disagree 5. Disagree strongly

3. I am actively engaged in expanding my repertoire of teaching practices. (Circle one.)

1. Agree strongly 2. Agree 3. Neither agree nor disagree
4. Disagree 5. Disagree strongly

4. I am actively engaged in the lifelong process of learning to teach. (Circle one.)

1. Agree strongly 2. Agree 3. Neither agree nor disagree
4. Disagree 5. Disagree strongly
-

Source: After R. Fox, M. B. Luszki, and R. Schmuck, Diagnosing classroom learning environment,

Chicago: Science Research Associates.1966 .pp.11-13. (Cited in Arends' "Learning to Teach". (4th Ed.).New York: Mc Graw-Hill.pp.2

Appendix B: Gorsuch's (2003) University Teaching Beliefs Questionnaire V.1

Please read the following statements carefully, and then write the number that best indicates the level of your agreement to the statement. “Teacher” means a teacher at the university level.

Note: Please circle any statements or words you do not understand. Also please feel free to write comments anywhere you like.

Response Key				
5	4	3	2	1
Strongly Agree	Agree	Do not know	Disagree	Strongly Disagree

- 1. A good teacher has students learn by having them listen to lectures and taking notes.
- 2. A good teacher has students learn by having them sit quietly in class, and listening carefully.
- 3. A good teacher has students stand up before answering a question in class.
- 4. A good teacher has late students ask permission to enter the classroom.
- 5. A good teacher has a higher position and students should obey.
- 6. A good teacher will use verbal warnings to make students change their behavior.
- 7. A good teacher should demonstrate good knowledge of the subject being taught.
- 8. A good teacher has students learn in class by asking them to answer other students' questions.
- 9. A good teacher has students learn in class by using their points of view to generate discussion.
- 10. A good teacher keeps the difficulty level of the teaching the same for students of different ability levels.
- 11. A good teacher has students learn in class by asking them to do role plays.
- 12. A good teacher is easy for students to talk to.
- 13. A good teacher communicates learning expectations to students clearly.
- 14. A good teacher shows enthusiasm for the subject being taught.

- 15. A good teacher gives students clear definitions for the concepts being learning in a lecture.
- 16. A good teacher looks at students during lectures.
- 17. A good teacher speaks at a moderate speed during lectures.
- 18. A good teacher jumps from one topic to another topic during lectures.
- 19. A good teacher uses graphs, diagrams, or photographs to help explain concepts.
- 20. A good teacher gives explanations for graphs, diagrams or photographs used in lectures.
- 21. A good teacher uses examples that are related to students' experiences.
- 22. A good teacher chooses textbooks and research papers that are related to the concepts being taught.
- 23. A good teacher uses a logical progression of ideas during lectures.
- 24. A good teacher writes out assignment expectations for students.
- 25. A good teacher makes assignments that are related to the concepts being taught.
- 26. A good teacher will discuss a change for the due date of an assignment with a student if the student is having a family emergency.
- 27. A good teacher gives many small assignments, instead of a few big tests.
- 28. A good teacher treats students' grades as confidential.
- 29. A good teacher treats all students the same.
- 30. A good teacher will scold students if needed.
- 31. A good teacher communicates to students the grading system for a course.
- 32. A good teacher will discuss delaying a test with a student if the student is having a family emergency.
- 33. A good teacher tells students in class how they ranked in a test compared to the other students.
- 34. A good teacher has students learn by having them memorize what the teacher says.
- 35. A good teacher test students only on the concepts and material learned in the course.
- 36. A good teacher expects students to do their own work without help from

others or by copying from other materials.

-----37. A good teacher gives students a syllabus with details on assignment due dates and policies for late work.

-----38. A good teacher considers the teachers' sex as an important factor in teaching EGP.

-----39. A good teacher considers the teachers' age as an important factor in teaching EGP.

Please answer these remaining questions:

40. What is your nationality? -----

41. What is your gender? Female Male

42. What is your age? -----

43. How long have been in the United States? -----

44. Have you been a teacher in the U.S.? Yes No

 If "Yes", for how long? -----

45. Have you been a student in the U.S.? Yes No

 If "Yes", for how long? -----

46. Have you been a teacher in your home country? Yes No

 If "Yes", for how long? -----

47. What was your typical class size? -----

48. What is your academic major? -----

* Items 38 and 39 are added by the author.

Many thanks to you!