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# Characteristics of An Effective EFL Teacher in Indonesia: Expectations and Realities in A Technology-Enhanced Flipped Classroom

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#### **ARTICLE INFO**

#### **ABSTRACT**

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http://dx.doi.org/10.21093 /ijeltal.v5i2.820 Previous literature has articulated the contributing role of personality more than teaching competence to be an effective EFL teacher. However, the ideal qualities of an effective EFL teacher in a technology-enhanced flipped English classroom are not much revealed. This paper seeks to compare the ideal teacher's attitudes and teaching styles with the teacher's actual practices in a technology-enhanced flipped English classroom from the students' perceptions. Eighty-three Indonesian undergraduate EFL students majoring in information technology participated in this research. A questionnaire with a checklist and open-ended items was filled out after the students accomplished a 16-week English course. The results showed that an effective EFL teacher in a technology-enhanced flipped English classroom should possess and exemplify the attitudes of patience, friendliness, and niceness, as perceived by the students. Most students also envisaged that an effective EFL teacher in such a learning context can use various, innovative, easy-to-follow methods and employ English and Indonesian alternately. The realities generally accorded with the students' expectations. More students favored the use of various kinds of instructional technology by the teacher. However, the teacher was less favored for being too serious, not being open to students, giving unclear instructions for doing the assignments, and giving less quidance to use the educational technology.

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#### 1. Introduction

Being an effective English as foreign language (EFL) teacher in the higher education context is considered a crucial aspect to succeed in the teaching and learning process because teachers are the main agents within formal education. Meshkat and Hassani (2012) asserted that teachers' roles are essential because they cognize what is going on in the classroom. Babai, Shishavan, and Sadeghi (2009) added that teachers play an important role in

enhancing students' achievement. Hence, professionalism becomes requisites to enhance students' achievement. According to the regulations of the Ministry of Education and Culture, number 3, the year 2020 about National Higher Education Standard, university teachers, commonly known as lecturers, are defined as "Professional educators and scientists with the main duty to transform, develop, and spread knowledge, technology through education, research, and public services" (p.4). In addition to the conceptualization of teachers as professional educators, the profession is articulated in the Constitutions of the Republic of Indonesia, number 14, the year 2005 about Teachers and Lecturers as "A work or activity done by a person, which becomes the main source of income, requiring mastery, skills, or competences based on the quality standards or certain norms through professional education" (p. 6). It means that the teachers' professionalism in conducting the lessons in or outside the classroom can affect the successful teaching and learning process, influenced by some qualities possessed by the teachers through their professional education and experiences.

As the manifestation of teachers' professionalism toward an effective EFL teacher, teachers' personalities and behaviors are worth examining. Those qualities have been discussed in the 1900s by Dewey (1938) who described an effective teacher as a person who is knowledgeable and inspiring. The importance of teachers' personalities and behaviors is also highlighted by Chen (2012). Teachers' personality and teacher-student relationships are found to be more crucial than instructional competence to determine an effective EFL teacher. Chen and Lin (2009) also revealed that teachers' personalities and teacher-student relationships are more concerned by secondary school students than their teaching methods. The manifestation of good personality and behaviors is oriented to maintain professional commitment. Al-Khairi (2015) also asserted that teachers are the facilitators of the students to achieve the required level of English language proficiency. Therefore, their teaching methodology and personality qualities matter a lot to not only elevate their academic success but also develop their moral character exemplified by the teachers. Under those circumstances, the present study is intended to explore the Indonesian students' perceptions of the ideal characteristics of an effective EFL teacher.

#### 2. Literature Review

# 2.1 The Concept of an Effective Language Teacher

The term "effective", "good", or "ideal" language teacher constitutes several qualities possessed and exemplified by the teachers. Korthagen (2004) designed an onion framework to visualize the levels of change as the indicators to determine a good teacher. While the innermost layer of the onion comprises mission, identity, and beliefs, the outermost layer consists of competencies, behavior, and environment. He further argued that teacher's characteristics and teaching competencies are the two most visible aspects of the teacher's whole qualities that can be evaluated. The ultimate goal of assessing the level of a good teacher is to be the role model of character education for the students. Likewise, Al-Khairi (2015) supported the previous statement that because teachers play a pivotal role in making the students' language learning process meaningful and successful, their behaviors become worthy elements to assist the students to achieve the intended goals such as good grades, enhanced skills, and positive attitudes.

The classification of qualities to be an effective language teacher, in particular, has also been articulated by Brown (2001) and Chen and Lin (2009). Brown (2001) explained that an ideal language teacher needs to possess certain characteristics, including practical knowledge, tutorial skills, interpersonal skills, and personal qualities. However, Chen and Lin (2009) underscored that teachers' personal qualities can help them establish and maintain a teacher-student relationship so that the students are motivated to be successful language learners by imitating their teacher's characteristics in learning the language. They also asserted that teachers' methods and behaviors in the English classes in particular can be affected by teachers' characteristics, which will also influence the students' learning quality. Borg (2006) figured out that a language teacher is demanded to perform particular traits such as being creative, flexible, having a sense of humor, motivating, and enthusiastic. Regarding the teaching styles, Chen and Lin (2009) mentioned that an effective language teacher should be able to teach comprehensibly, master the target language, make the learning interesting, scaffold students in the process of actualizing independent learning, and be just among students.

In this case, the Indonesian government has formulated and stipulated four main competencies to be an effective teacher, as stated in the Regulation of Ministry of Education and Culture, number 34, the year 2018 about Standards for Educators and Educational Staff. The first competence is pedagogic competence, related to teachers' abilities in managing the learning process through the understanding of the students, planning, executing, and evaluating the learning, and developing the students' potentials. The second competence is focused on the teachers' personality, which is firm, mature, wise, and noble as the role model for the students. Social competence is another crucial competence mentioned in the regulation. It is stated that teachers need to possess and exemplify certain communication and interpersonal skills to effectively maintain the relationship with the students and other people in their environment. The professional competence of an effective teacher emphasizes the ability to master the subject-matter knowledge intensively and extensively.

#### 2.2 Characteristics of an Effective EFL Teacher

Some relevant research has been well documented. Regarding instructional competence, Chen and Lin (2009) distributed a questionnaire of language teacher characteristics to 198 senior high students in Taiwan and 15 formal English teachers. Their study was intended to delineate the students' perceptions of ideal EFL teachers' instructional and personality competence across proficiency levels. The findings demonstrated that the students across proficiency levels generally viewed the ideal EFL teachers can give practical examples and not emphasize on academic achievement. Al-Khairi (2015) found more specific indicators from 291 male and female English major students at Taif University, Saudi Arabia. Most of the students preferred teachers who are experts and have up-to-date knowledge of their subjects, use simple language, give clear instructions, and well-prepared before teaching. They conceptualized an ineffective EFL teacher as a person who communicates with students in English, gives lots of tests, applies boring teaching methods such as lectures, encourages students to answer other students' questions, and makes an effort to get to know the students.

In terms of using the target language during the class hours, Salahshour and Hajizadeh (2013) revealed a contrasting finding that among 42 students from a pre-intermediate school in

Tabriz, Iran, teachers' encouragement for students to use English all the time was ranked the second most preferred professional competence, followed by the use of students' native language when necessary in the fourth position. In an ESP classroom, Chen (2012) conducted similar research by using an open-ended questionnaire and a semi-structured interview protocol in a Thai university, involving 60 undergraduate students from Engineering, Nursing Science, and Public Health departments. They argued that the favorable characteristics of an EFL teacher would go with the ability to make things comprehensible, use varieties of teaching techniques, content, and assignment, give error corrections, and speak both English and Thai. Çelik, Arikan, and Caner (2013) added the evidence by investigating 998 undergraduate students in Turkey, taking an intensive English language course. From the descriptive statistical analysis of Likert-scale questionnaire responses, the results showed that the students generally preferred teachers who have sound knowledge of vocabulary and grammar, reduce students' anxiety, and are good at classroom management. The findings indicate that most of the students in diverse contexts are concerned with teachers' teaching styles and subject-matter mastery.

Regarding personality characteristics, Chen and Lin (2009) found that while the ideal EFL teachers are considered those emotionally stable, enthusiastic in teaching, and openminded, their counterparts are those who look fashionable and dress simply and modestly. Barnes (2010) investigated the undergraduate students' beliefs of an effective EFL teacher in a Korean university. The results showed that the students saw an effective EFL teacher as a friendly person, can maintain the interpersonal relationship, willing to share personal life experiences, patient and caring about students' background, can understand students' diverse levels of proficiency, and having a good sense of humor. The humorous, friendly, and enthusiastic attitudes were justified by Chen (2012) who added that the students mentioned calm, kind, polite, responsible, and not too serious, and strict attitudes constituted favorable personal traits of an EFL teacher. Being friendly, confident, and open-minded as the ideal attitudes resonated with Kourieos and Evripidou (2013) from the perspectives of 110 first-year undergraduate EFL students from two private universities in Cyprus. Tagi, Al-Nouh, and Akbar (2014) revealed contrasting evidence between the low achieving and high achieving students with the total number of students participating in the study as many as 150 undergraduate ELT students in Kuwait. While the former group preferred teachers' having a good sense of humor, the latter group was concerned with teachers' being helpful to students.

In the Indonesian context, Liando (2010) compared the Indonesian university EFL students' (n=126) and teachers' (n=28) preferences on the characteristics of best teacher performance. By using a questionnaire, the descriptive statistical results revealed that both groups envisaged the attitudes of the best teacher were friendly, intelligent and able to explain things well, nice, able to make the course more interesting, humorous, patient, enthusiastic, and helpful. These attitudes were ranked from the highest to the lowest one. The other attitudes which obtained less than 65% of the students and teachers were related to fairness, strictness, and lots of homework. The findings are not in line with Çelik et al. (2013). Generally, the students confirmed that an effective EFL teacher should possess fair and just attitudes, followed by a good sense of humor.

The comparative results between the ideal characteristics and the teachers' real practices are, however, still scant. The extensive research on this issue, involving ELT students also causes

a dearth of similar research from non-ELT students' perspectives. Moreover, in this more digitalized era, technology-enhanced learning may affect the students' perceptions of the ideal characteristics of an effective EFL teacher. Hence, the present study seeks to address the gaps by investigating this issue from non-ELT students' perspectives in a technology-enhanced flipped classroom. The flipped classroom is considered as one of the emerging methods in second language pedagogy with the emphasis on the inverted learning process (Turan & Akdag-cimen, 2019), which focuses on developing students' activeness, engagement, collaboration and interaction, autonomy, and learning outcomes (Hsieh et al., 2016; Tsai, 2019). The monologue teaching is typically facilitated by the use of technology outside the classroom and the face-to-face learning mode is mostly concerned with discussions, practices, and reinforcement. The students' experiences in this kind of technology-enhanced language learning method may affect their perceptions. The following research questions drive this study.

RQ 1: What are the students' perceptions of the ideal characteristics of an effective EFL teacher in a technology-enhanced flipped classroom?

RQ 2: To what extent do the teacher's real practices conform to the students' expectations?

## 3. Research Methodology

This study employed a descriptive qualitative approach (Creswell, 2012) because it aimed to cognize and compare the ideal characteristics and the realities of an effective EFL teacher in flipped classroom from the students' perspectives. The first research question was addressed by delineating the typical characteristics of an effective EFL teacher in and outside the classroom, as perceived by the students. The second research question was addressed by comparing the students' expectations with the teacher's real practices.

# 3.1 Research Participants and Site

At first, 102 undergraduate EFL students majoring in information technology in a private university in South Jakarta were officially registered in the English Language I course. Three students decided to drop out due to administrative issues with the faculty. Later on, five students were confirmed not fully involved in the entire course because they had health problems. Hence, only 94 students participated fully in this course. The students were divided into three classes. They were still in their first-year study period. All students agreed to participate in the whole course during the introduction session in the first meeting. At the end of the course, eighty-three (83) students returned the questionnaire and filled out the open-ended questionnaire items. The reason for choosing the students as the research participants was that they were involved in the entire course. Moreover, the university obliged all lecturers teaching the first-year students to incorporate a Moodle-based Learning Management System developed by the university IT team. This academic culture enabled the lecturers to implement flipped learning.

# 3.2 Overview of the Course and Research Instrument

The present research was conducted in one semester with sixteen meetings before the COVID-19 pandemic. The course started with the introduction to the syllabus, the objectives in each meeting, the learning media used, and some relevant references. The introduction to the Learning Management System (LMS) and the concept of flipped learning were also carried out to get the students familiar with the following learning atmosphere along with

the learning activities. This familiarization process of how to operate the technology might motivate the students and boost up their learning outcomes later, as argued by Zhang and Zou (2020). The familiarization process was continued with the demonstration of flipped learning and role-driven group discussion technique. The students in each class were divided into five to six groups, which consisted of five to six students. Each group member played a specific role in each meeting with a specific job description. The integration of the role-driven group discussion technique into flipped learning was intended to bring about interaction, communication, and peer empowerment. This collaborative learning atmosphere aligns with one of the principles of incorporating flipped learning, i.e. meaningful learning culture. Table 1 depicts the roles along with the job description of each role.

Table 1. Description of Responsibility of Each Role

Role	Job description
Discussion Director	Lead the discussion
Function Describer	Describe the function of the grammar lesson
Formula Unlocker	Explain the use of the grammar lesson
Example Provider	Analyze some examples of the use of the grammar lesson from the reading text
Vocabulary Enricher	Take notes of some important vocabularies related to the grammar lessons

Ten meetings were administered for the main learning activities. The first author served as the lecturer. Three meetings were spent for introducing to the final assignment; that was a videotaped self-introduction as well as monitoring the students' progress. Two meetings were done to conduct the mid-term and final exams. Table 2 demonstrates the cyclical learning process by using flipped learning method integrated with the role-driven group discussion technique. They were allowed to use any social media to ease their communication outside the classroom. A WhatsApp group was made by each group leader because it was helpful for the group members to coordinate if one or several group members were going to be absent.

Pre-class activities included the delivery of learning materials in the form of YouTube videos. The videos for each week were curated to meet the objectives of each meeting. YouTube videos were selected as the learning sources because such Web 2.0-based social media exhibited multimodal learning resources. Hence, the student's motivation and engagement could be maintained. The second activity was posted on Moodle where the students had to answer some questions related to the materials given. In-class activities comprised roledriven group discussion, followed by individual assignments. Four types of the individual assignment were used alternately to keep the students' learning mood because constant and repetitive individual assignments might escalate boredom in the classroom. They were: summary writing, summary presentation, inter-group sharing, and textual analysis. Afterclass activities encompassed Q&A sessions with the lecturer, reinforcement of the learning materials, roles shift for the following meeting, and self-and peer-reflection. The teacher decided to be a passive classroom member and gave much discretion and autonomy to students to plan, execute, monitor, and evaluate their learning process. They were also encouraged to exemplify peer empowerment when they encountered problems or difficulties.

After completing the sixteen meetings, the students filled out a six-item questionnaire regarding the ideal characteristics of an effective EFL teacher and the actual characteristics possessed by their lecturer in a flipped learning context, adapted from Liando (2010). The questionnaire items were in the form of a checklist. An additional blank box was provided in case the students had their personal preferences, not listed in the checklist. Four items were intended to obtain information about the ideal attitudes of an effective EFL teacher, as perceived by the students as well as their perceptions of the lecturer's actual attitudes. Two items were aimed to understand the ideal teaching styles from the students as well as the realities. The questionnaire was formulated by using Google Form to ease the distribution and completion process. Detailed instructions were provided, and the Indonesian language was employed in formulating the items to avoid misunderstanding and biased responses. A trial version of the questionnaire was distributed to the students to test the students' understanding of each item. The students' feedback confirmed that all items were understood well including the instructions and options. Then, the questionnaire was distributed again to the students. Seven open-ended questionnaire items were distributed to the students afterward to dig the reasons of the students' perceptions from the questionnaire results as well as the characteristics less preferred by them. Several students returned the open-ended questionnaire items. However, the number of students filling out each item was not even.

## 3.2 Data Analysis Procedures

To obtain adequate data in addressing the research questions, the questionnaire results were analyzed by using AntConc. 3.5.7, developed by Anthony (2018). AntConc. 3.5.7 is a freeware to analyze the occurrences of words in a corpus of data. It is a helpful tool to extract quantitative and qualitative portraits of particular words or forms. Figure 1 exhibits the whole process of analyzing the questionnaire results. Before beginning the first stage, the researchers copied and saved the students' responses into a Notepad file for each questionnaire item. Then, the first stage was done by inserting the Notepad version of the student's responses to the software because this software could only process the .txt file extension. Once it was done, the Word List of the responses was extracted, showcasing the rank and frequency of each word. To ease the researchers in recording the frequency of occurrence of each option provided in the questionnaire, the Word List was alphabetically ordered. The second stage involved the process of recording the frequency of occurrence of each option in an Excel file along with the percentage. The third stage was done to recheck the automatic analysis results from the software by looking at the Concordance Hits of each option.

Conco	rdance Co	ncordance Plot	File View	Clusters/N-G	rams	Collocates	Word List	Keyword List
Word T	<b>ypes:</b> 61	Word	Tokens:	1667	Searc	ch Hits: 0		
Rank	Freq	Word						
1	134	sikap						
2	65	kesabaran						
3	65	patience						
4	63	friendliness						
5	63	keramahan						

Stage one: Extracting the words from the software

Butir 2		
n total=83	Expectations	
	n	%
Kesabaran (Patience)		
Keramahan (Friendliness)		
Kebaikan (Niceness)		
Gaya penyampaian baik (Explain things well)		

Stage two: Recording the frequency of occurrence of each word in an Excel

```
Concordance Hits: 15
Hit: KWIC

1 semangat, Sikap penolong, Kepintaran Kesabaran (Patience), Gaya penyampaian baik (Explain things

2 belajaran menarik Kesabaran (Patience) Kesabaran (Patience), Gaya penyampaian baik (Explain things

3 Humor (Humour), Sikap penolong Kesabaran (Patience), Keadilan (Fairness), Sikap penolong Kesabaran (
4 ) alias terbuka dengan mahasiswa Kesabaran (Patience), Kebaikan (Niceness), Gaya penyampaian baik (
5 ), Kebaikan (Niceness), Sikap penolong Kesabaran (Patience), Kebaikan (Niceness), Humor (Humour), Sikap
```

Stage three: Checking the concordance hits of each word

Figure 1. The Three-Stage Analysis Process in the Present Study

Meanwhile, the students' responses to each open-ended item were moved to a table in a Word file before they were analyzed. Once it was done, the responses were coded, and the codes were categorized into several themes based on the options provided in the checklist. After all, responses were coded and categorized, the analysis results were cross-checked by an ELT lecturer to ensure data trustworthiness or credibility.

### 4. Findings

This section aims to delineate the analysis results of the students' responses to the questionnaire items. The presentation of the analysis results begins with the description of ideal attitudes of an effective EFL teacher in a technology-enhanced flipped classroom, followed by ideal teaching styles. The next part is concerned with the comparison between the ideals and real practices, as experienced by the students including the less preferred characteristics of the lecturer and the expected improvements of the lecturer's attitudes and behaviors from the students' opinions.

# 4.1. RQ 1: What are the Students' Perceptions of the Ideal Characteristics of an Effective EFL Teacher in a Technology-Enhanced Flipped Classroom?

Table 3 depicts the overall results. Generally, the results showed that ideally, an EFL teacher should possess and exemplify the fifteen attitudes to make the learning process effective. Again, none of the students added their preferences on the attitudes in the Google Form. It means that these fifteen attitudes constituted an effective EFL teacher. The top three attitudes, as perceived by the students were: patience (78%), friendliness (76%), and niceness (66%). The bottom three attitudes chosen by the students were: attitudes of loving to give a reward or compliment (19%), attitudes of loving to give more assignments (14%), and strictness (12%).

Table 3. Perceived Ideal Attitudes

No.	Variables	Number of students (n=83)	Percentage
1	Patience	65	78%
2	Friendliness	63	76%
3	Niceness	55	66%
4	Ability to explain things well	44	53%
5	Ability to make learning exciting	39	47%
6	Good Sense of Humor	38	46%
7	Attitudes of being helpful	38	46%
8	Passion	34	41%
9	Enthusiasm	29	35%
10	Intelligence	27	33%
11	Fairness	25	30%
12	Attitudes of being open to students	25	30%
13	Attitudes of loving to give reward or compliment	16	19%
14	Attitudes of loving to give more assignments	12	14%
15	Strictness	10	12%

The findings were corroborated by the results from their responses to open-ended items. The following excerpts represented some of the students' reasons for choosing several attitudes. However, their responses could not represent the entire fifteen ideal attitudes.

Because a lecturer must also understand the students' circumstances. Don't just judge subjectively. Give added value because students' efforts to do assignments need to be appreciated even though they are not correct. (Niceness)

The materials delivery is also not boring with the help of technology. (Explain things well)

Because learning about the language means very broad. If learning seems boring, it will be more difficult to understand it. (Ability to make learning exciting)

Because students will be brave to ask the lecturers who have this attitude. (Attitudes of being open to students)

The students argued that teachers' niceness was associated with their wisdom in giving scores to the students' works. They expected teachers who considered students' efforts, not merely based on the content. The teachers' attitude in explaining things well (53%) was considered ideal if they utilized technology to support the materials delivery process. Indirectly, technology-enhanced language learning could lessen the students' boredom, which was considered a contributing factor in understanding the materials. Apart from those technical instructional strategies, some of the students choosing attitudes of being open to students (30%) clarified that these attitudes could make the students not shy to ask questions to the teachers. Hence, the occurrence of two-way classroom interaction may lessen the students' foreign language learning anxiety because all doubts and weaknesses communicated with the teachers will likely not be negatively judged if they have an open character to the students.

Similarities and differences were identified from the table. The high number of students choosing friendliness and niceness caused the least number of students who determined attitudes of loving to give more assignments and strictness. Teachers' ability to make learning exciting was considered as crucial as their good sense of humor (46%) in the

students' eyes. It might be caused by humor as one of the elements to make the learning enjoyable and not too serious. However, teachers' intelligence (33%) was not received as much attention from the students as their ability to explain things well. This is in line with the contrasting evidence between the students' preference on teachers' friendliness and attitudes of being open to students. The high number of students choosing niceness did not guarantee that the students preferred EFL teachers who love to give rewards or compliments (19%). This indicates that the students hold a different view between being nice and loving to give a reward or compliment to them.

The next point pertains to the ideal teaching styles, as perceived by the students. Table 4 showed that although no teaching style was perceived crucial by 100% of students, an effective EFL teacher in a technology-enhanced flipped classroom was envisaged as a person with all the sixteen teaching styles. The top three teaching styles were: using various and innovative teaching methods (71%), using English and Indonesian alternately (61%), and using easy-to-follow teaching methods (45%). Meanwhile, the bottom three teaching styles encompassed: being a person who is brave to admit mistakes to students (23%), using full English (15%), and using full Indonesian (12%).

Table 4. Perceived Ideal Teaching Styles

No.	Variables	Number of students (n=83)	Percentage
1	Using various and innovative teaching methods	60	71%
2	Using English and Indonesian alternately	51	61%
3	Using easy-to-follow teaching methods	38	45%
4	Using communicative teaching methods	36	43%
5	Guiding students in using educational technology	27	32%
6	Using various ways to give feedback to students well	25	30%
7	Using activities or giving assignments that encourage students to speak English	25	30%
8	Using various kinds of instructional technology	24	29%
9	Using various ways to elevate students' motivation in using technology in learning English	22	26%
10	Using various ways to clarify many things	22	26%
11	Using activities or giving assignments that do not make students stressful in learning English	22	26%
12	Using activities or giving assignments that are easy to understand and have concrete outcomes such as products/works	22	26%
13	Initiating negotiation and collaboration with students	20	24%
14	Admitting mistakes (if any) to students	19	23%
15	Using full English	13	15%
16	Using full Indonesian	10	12%

The results revealed three essential points. First, the students believed that teachers' ability to use English and Indonesian appropriately could make the learning more effective than using only one of the languages during the whole lesson. Second, the students emphasized more on the teachers' various, innovative, and communicative teaching methods than on their ways to motivate students and do negotiation or collaboration during the learning process. Third, the students preferred teachers' scaffolding in using technology and giving feedback strategies as well as the incorporation of various instructional technology to their strategies in giving assignments. However, teachers' style in using activities or giving

assignments that encourage them to speak English was perceived as more important than easy-to-understand and not stressful assignments (30% and 26%, respectively). The findings indicate that the ideal teaching styles of an effective EFL teacher in a technology-enhanced flipped classroom are still associated with teaching methods, scaffolding in using technology, and feedback strategies.

# 4.2. To What Extent do the Teacher's Real Practices Conform to the Students' Expectations?

Figure 2 displays the bar chart of comparative descriptive statistical results of the ideals and realities regarding the attitudes of an effective EFL teacher in a technology-enhanced flipped classroom. The results generally demonstrated that the teacher has performed fourteen attitudes. The top three real attitudes of the teacher conformed to the ideals: patience (86%), friendliness (82%), and niceness (65%). The bottom three attitudes were: attitudes of loving to give more assignments (16%), strictness (12%), and attitudes of being open to students (0%). More students agreed that the teacher has demonstrated patience, friendliness, intelligence, and fairness. Among all the four attitudes, intelligence obtained the highest increase of students. Additionally, the number of students experiencing the other teacher's actual attitudes except for enthusiasm, fairness, and attitudes of being open to students was close to the number of students choosing those as essential qualities. The findings indicate that students' beliefs of and preferences on the ideal attitudes of an effective EFL teacher were not static, but dynamic, which might be affected by the interplay between teacher's personal and pedagogical competencies and student's personalities and learning styles.

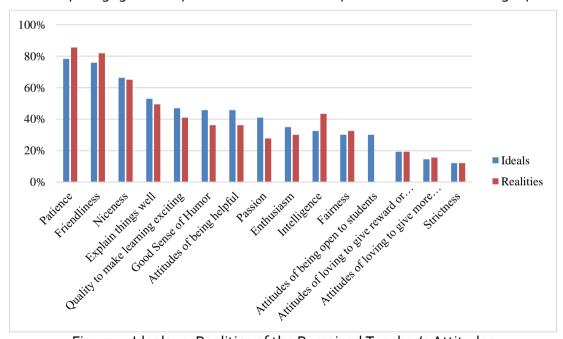


Figure 2. Ideals vs. Realities of the Perceived Teacher's Attitudes

Conformities between the ideals and realities were strengthened by the examples conveyed by the students from the open-ended responses. The following excerpts represent several attitudes.

When students ask questions, but they do not understand. He still explains it until the students understand. He always helps students find solutions. He also never shows his anger, even when the class is very chaotic and crowded. (Patience)

He provides material clearly but not boring, for example using interactive media. (Quality to make learning exciting)

When my colleagues finished presenting their roles, we were always encouraged to give an applause or a compliment to the presenters. (Attitudes of loving to give reward or compliment)

The excerpts above showed that some students saw the teacher's real practices in exemplifying patient attitude by patiently helping the students who needed to understand something related to the lessons and not showing his anger when some students sometimes made the class unconducive. Some others explained that the teacher employed educational technology to make the delivery of the materials not boring, but still understandable. The instilment of attitudes to appreciate others' works or performances was also experienced by some students through the encouragement of giving applause or compliment.

However, the students felt that the teacher did not exemplify the attitudes of being open to students. The absence of students, in this case, reinforces that their conception of niceness attitude differs from the teacher's attitude to be open to students. The former attitude can be related to the teacher's wisdom and speaking styles with the students. The latter attitude is associated with the teacher's preference to talk to students during the learning process or to give them space to communicate personally outside the class hours. Fewer students also admitted that the teacher's passion for teaching English was not so evident. Hence, there might be a relationship between the gestures used and the students' judgment of whether the teacher is passionate about teaching them the English language.

He is less assertive in class to calm students when asked for their attention. (Less strictness)

The assignments outside the learning hours were just too many, so that I could not carry out other activities outside the campus. (Less fairness)

Students often experience problems in doing the assignments. However, the lecturers' responses were lacking, so they just did what they thought was right instead of running out of time to do the assignments. They avoided not getting a grade, but the lecturer was hard to be asked for help. (Attitudes of being helpful and open to students)

The excerpts above justify the non-conformities between the students' beliefs and their perceptions of the teacher's real attitudes in the classroom. The teacher's patience and friendliness gave a consequence to the exemplification of being less assertive. In other words, less strictness did not occur when some students did not pay attention to the teacher. Some other students also figured out that the less manifestation of teacher's attitudes of being open to students was experienced when encountering problems in accomplishing the assignments. The teacher was not initiative to provide space for them to ask for help. Less fairness was also articulated by some students because they did not have enough time to do other activities outside the campus because of the heavy workload.

Last but not least, the analysis results also revealed the comparison between the perceived ideal teaching styles and the realities in the classroom. Figure 3 demonstrated that the teacher has exemplified all the sixteen ideal teaching styles although no teaching styles were articulated by all participating students. Similar to the previous findings, the top three teaching styles confirmed the students' expectations: using various and innovative teaching methods (69%), using English and Indonesian alternately (57%), and using easy-to-follow teaching methods (55%). The bottom three teaching styles were: admitting mistakes (if any) to students (18%), using full English (14%), and using full Indonesian (10%). The results also exhibited that the teacher's easy-to-follow teaching methods and ways to utilize various kinds of instructional technology were accepted by more students (55% and 43%, respectively). More students further perceived that using activities or giving assignments that encourage students to speak English (34%) was already exemplified. Another worth teacher's teaching style experienced by more students was using various ways to elevate students' motivation in using technology in learning English (28%).

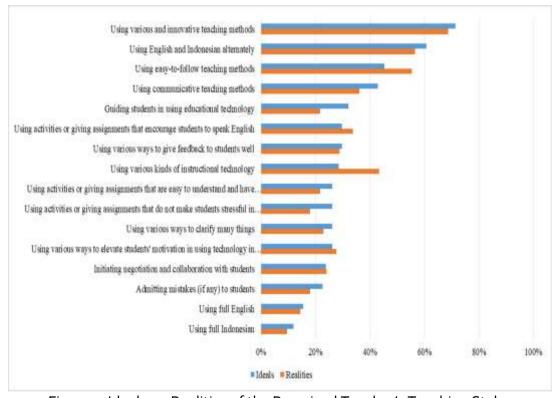


Figure 3. Ideals vs. Realities of the Perceived Teacher's Teaching Styles

Among the real teacher's teaching styles manifested in the classroom, several teaching styles obtained fewer students than the others. Fewer students agreed that the teacher has exemplified the teaching style to guide them in using educational technology (22%), using activities or giving assignments that do not make students stressed in learning English (18%), and using communicative teaching methods (36%). The findings were corroborated by several examples of a negative judgment of students on the teacher's real teaching styles in the classroom.

We as students need to learn not too serious, but still understand the materials. (Too serious learning process)

After giving directions and allowing us to do the task, he often gives additional instructions. So, the work that is being finished needs to be started again. (Not easy-to-follow assignments)

Insufficient response in the forum. His answers in the forum in the learning management system are often not immediately there. (Lack of immediate responses)

It can be seen from the excerpts that the learning process was perceived as too serious by some students because they did not feel relaxed enough in studying the materials. This experience might cause fewer students to agree that the teacher's teaching style in using learning not stressful learning activities was already manifested in the classroom. Another source of students' stressful feelings was from the teacher's style of giving incomplete instructions to do the assignment. Meanwhile, the fact that fewer students have experienced the teacher's efforts in guiding them to use educational technology might be caused by the teacher's delayed responses to students' questions in the LMS used. This teaching style can deteriorate the students' motivation to use the technology in doing the activities or accomplishing the assignments.

### 5. Discussion

The present study aims to address the research questions about the perceived ideal characteristics of an effective EFL teacher and the teacher's real practices in a technologyenhanced flipped classroom. Regarding the first research question, the findings reveal that teachers' patience, friendliness, and niceness are believed to be the most contributing attitudes to make the learning process effective. The findings resonate with previous research in other countries such as Cyprus (Kourieos & Evripidou, 2013), Korea (Barnes, 2010), and Kuwait (Tagi, et al., 2014). It is not surprising then that loving to give more assignments and strictness are the least preferred attitudes among the students. In the Indonesian context, Liando (2010) also found that while being friendly and patient, and nice to students constitutes an effective EFL teacher, being strict to them is not preferred by both the students and teachers. This may be caused by the status of English as a foreign language in Indonesia. Because English is not their first or second language and their academic background is not from the English education department or the like, the students need someone patient in dealing with their problems or challenges in either understanding the learning materials or doing the assignments. The high number of students choosing friendliness and niceness can be associated with the mental condition in the learning process. Since learning English is not easy to follow, teachers' unfriendly and strict attitudes can worsen the situation and even demotivate students to learn English.

Related to the ideal teaching styles, the students generally envisage that an effective EFL teacher in a technology-enhanced flipped classroom is the one that can use various and innovative teaching methods, use English and Indonesian alternately, and apply easy-to-follow teaching methods. In contrastingly, they are much less concerned with teachers who can use full English or Indonesian during class hours or those who can admit mistakes (if any) to students. The findings imply that instructional competence in applying various teaching methods seems to be a compulsory element to realize a successful flipped English learning.

The students' perceptions of the teacher's real attitudes also demonstrate that generally, the teacher's attitudes have conformed to the expectations. Some students give an example of

how the teacher is patient to deal with the students' guestions and struggle and the unconducive classroom condition. The exemplification of patience, friendliness, and niceness in the classroom resonates with the government regulation that personal competence includes the attitudes of being mature, wise, and noble so that the teachers' efforts to be role models are oriented to empowerment for the students to regularize those good characters. Ultimately, the exemplified good attitudes are aimed to assist the students to achieve the intended learning goals, as asserted by Al-Khairi (2015). However, the students perceive that the teacher has not performed the attitude of being open to them. While 30% of the students expect this attitude, no student admits that the teacher has not been open to them during the entire learning process. Such discrepancy might be caused by the teacher's objectives in using the flipped learning method. The teacher encourages the students to maintain collaborative, autonomous, and independent learning. They are given full discretion to plan for their learning activities regarding the lessons, execute the group discussion, do the assignments, and evaluate their learning progress. Moreover, based on the students' further opinions, they prefer to wait for the teacher's help. This mismatch leads to the unintentional attitude of being not open to the students because there is no communication before the learning contract regarding the students' preferences to communicate with their teacher.

The findings also reveal that the top three teaching styles manifested by the teacher conform to the students' expectations, i.e. using various and innovative teaching methods, using English and Indonesian alternately, and using easy-to-follow teaching methods. It implies that teaching styles are perceived as contributing to figure out an effective EFL teacher, as in previous research (Al-Khairi, 2015; Çelik et al., 2013; Salahshour & Hajizadeh, 2013). In particular, Chen (2012) also found that the non-ELT undergraduate students in Thailand preferred teachers who use varieties of teaching techniques and speak both English and Thai language. Using both languages alternately is preferred because the students' English proficiency levels are diverse. Hence, using a full-English teaching style might result in the students' demotivation to learn English. Fang and Liu (2020) stated that translanguaging is getting more embraced than before because there is a shift in understanding language as a pedagogical tool from a monolingual to multilingual perspective. They further mentioned that the teachers and students generally recognize the potentials of translanguaging to deepen the content knowledge, build rapport, and achieve better learning outcomes for lower achievers. Hawkins (2015) explained that through sociocultural and cognitive theories of learning, the students' L1 is the medium to process and internalize new information. Translanguaging technique by using English and Indonesian alternately in the present study is, therefore, no surprise to avoid misunderstanding during the process of materials delivery and to ease the process of scaffolding the students in following flipped learning method with rule-driven group discussion as the main in-class activity.

Furthermore, the innovative teaching methods performed may trigger more students to recognize the importance of teacher's styles in using various kinds of instructional technology. To succeed in the incorporation of flipped learning in teaching English, the teacher employs a Moodle-based LMS provided by the campus. He also encourages the students to use Google Translate, YouTube, WhatsApp, and relevant educational websites to support their learning process. In line with such a strategy, today's students are considered digital natives who internalize the use of technology for daily activities. Hence, the teacher needs to adapt to the ever-changing situation where technology has been "a friend" for them.

Park and Son (2009) also found in their research that the teachers are aware of the changing roles in this more digitalized, learner-centered, autonomous, learning environment from being a knowledge transmitter to being a guide or facilitator. The principle of flipped learning to create a meaningful learning atmosphere where the students are encouraged to be responsible for their learning trajectory can be another reason for the teacher in the present study to use various kinds of instructional technology. Webb and Doman (2020) and Huang and Hong (2016) justify the particular aspect of flipped learning, which integrates technology to enhance students' ICT skills and lessen technology anxiety. In other words, the teacher's decision to use various kinds of instructional technology as an important aspect to be an effective EFL teacher can be influenced by the current learning approaches in line with today's students' characteristics.

### 6. Conclusion

This study has delineated the comparative results between the ideal characteristics of an effective EFL teacher and the realities exemplified in a technology-enhanced flipped classroom from the Indonesian undergraduate EFL students' perceptions of majoring in information technology. The findings represent two main points. First, an effective EFL teacher such classroom is envisaged as a person who has patient, friendly, and nice attitudes to students and can use various, innovative, and easy-to-follow teaching methods. They also believe that teacher's attitudes in explaining things well and styles to use English and Indonesian alternately; in other words, translanguaging, constitutes an effective EFL teacher in this context. Second, the expected characteristics have generally been exemplified by the teacher. However, the teacher is less favored for not being open to students, giving assignments with incomplete instructions, and being too serious in the classroom. Consequently, it is crucial for the teachers to maintain their professional development toward a more effective EFL teacher, so that mutual development in learning can be more sustainable. Because the effects of multidimensional factors from the students, teacher, or learning environment on the similarities and differences between the student's expectations and the realities cannot be fully captured by the present study, future research is highly recommended to better assist the students in achieving their intended learning goals in a dynamic technology-enhanced flipped classroom.

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