خصائص معلم اللغة الناجح كما يدركها طلاب اللغة الإنجليزية المعلمين في العالم العربي

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الملخص:

هدفت الدراسة الحالية إلى تعرف خصائص معلم اللغة الإنجليزية الناجح من وجهة نظر طلاب اللغة الإنجليزية المعلمين في ثلاث جامعات من ثلاث دول عربية (مصر، السعودية، سلطنة عمان) وكما هدفت الدراسة إلى تعرف مدى وجود فروق في تحديد هذه الخصائص في الدول الثلاث سواء بصفة عامة أو بين الإناث و الذكور في الدول المعنية.

وتم إعداد استبانة وتطبيقها على عينة غرضية مكونة من ٢٧٣ طالبا و طالبة من هذه الجامعات العربية وأسفرت الدراسة إلى:

١- تحديد مجموعة من خصائص معلم اللغة الإنجليزية الناجح بلغ تعدادها ٦٩ خاصية.

٢- و جود فروق بين طلاب الدول الثلاث في تحديد أهمية هذه الخصائص.

٣- و جود فروق في تحديد هذه الخصائص بين الطلاب والطالبات لصالح الإناث في الدول الثلاث المعنية.

واختتمت الدراسة إلى مجموعة من التوصيات والبحوث المستقبلية المهمة في مجال إعداد معلم اللغة الإنجليزية في العالم العربي.

Qualities of the good language teacher as perceived by prospective teachers of English in the Arab World

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Abstract

The purpose of this study was to identify the qualities of the good language teacher as perceived by student teachers of English in the Arab World. In Fall 2006, a questionnaire including 69 qualities of the good language teacher representing three dimensions (knowledge, teaching skills and personality) was developed, validated and administered to 273 prospective teachers of English in three countries of the Arab world (Egypt, Oman and Saudi Arabia). ANOVA test results indicated that there were statistically significant differences between the three groups as to the perception of theses qualities. There were statistically significant differences in the perception of the qualities between the male subjects and the female subjects in favour of females. It was concluded that (1) both the Saudi and Egyptian prospective teachers of English have similar views for the knowledge, and personality dimensions, whereas they have different views as to the teaching skills dimension, (2) both the Saudi students and the Omani students have different views as to the qualities of the good language teacher, whereas the Egyptian students and the Omani students have the same views, and (3) the views of the female students as to the qualities of the good language teacher are different from the views of the male students. Accordingly, it was recommended that two further studies are needed: (1) a study to identify the qualities of the good language teacher using a large sample from different universities of the Arab World, and (2) an ethnographic study to investigate qualitatively and thoroughly what makes a good language teacher.

Introduction:

Everyone can remember a teacher who stood out in his or her own life, and yet it is often hard to say what it is exactly, which caused such a deep impression. Identifying the qualities of a good language teacher is very important, not only to be remembered by students, but also to inform teacher selection processes, to guide the design and delivery of quality professional development programs, and to improve the teaching process itself.

In the related literature, a large number of studies were carried out in order to answer the question: what makes a good teacher? These studies were concerned with providing theoretical frameworks incorporating the dimensions of effective teaching and teacher effectiveness (e.g. Freeman 1989; Gordon 1992; Kelly 2000; Edge 2002; Gabrielatos 2002; Carter 2005; Norris et al. 2005). In addition, many educational institutions and associations identified the qualities of a good language teacher in terms of some graduation and accountability standards, i.e. what teachers should know and can do (e.g. Willson 1994; Iowa Dept. of Education 2001; No Child Left Behind Legistlation 2001; Stronge 2002; New Zeeland Model 2003/4; Rice 2003; Her Majesty Inspector of Schools 2004; Cambridge University 1994; Augustana College 2005; The Evangelical Church of America 2006). Still other studies were concerned with identifying the qualities of a good teacher as perceived by students who were participating in the teaching process (e.g. Constantinides 1996; UNESCO1996; Bress 2000; Edington 2001; Probst 2003). The following sections tackle respectively the qualities of the good language teacher as identified by some theoretical frameworks, some educational institutes and associations, and finally by the students themselves.

Qualities as identified in theoretical frameworks

According to Freeman's KAS or ASK model (1989), effective teaching includes three constituents. As shown in Figure (1)

below, these constituents are: (1) *awareness of attitude*, which is considered '...a stance toward self, activity, and others that links interpersonal dynamics with external performance and behaviors', (2) *skills* which refer to '...the how of teaching and include method, technique, activity,

materials, and tools', and (3) *knowledge* which refers to 'the what of teaching and includes subject matter, knowledge of students, socio-cultural and institutional context' (Freeman 1989).
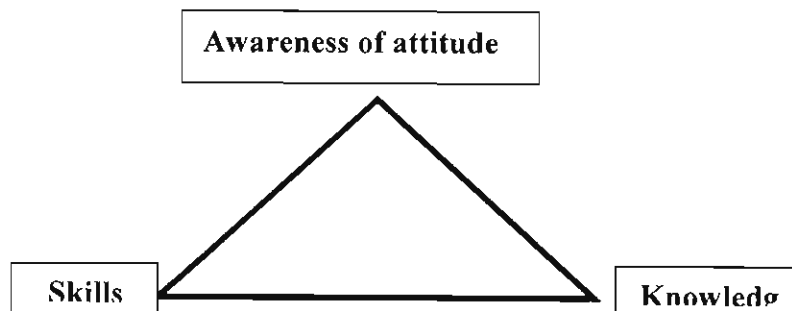

Figure 1: **The KAS Model**
Source: **Freeman (1989)**

The three dimensions in Freeman's model above can form the bases for identifying the qualities of the good language teacher. Three significant points can be made about this model. The first is that the *attitude* dimension is added to the traditional model, which addresses only skills and knowledge. The second point is that the teacher should be *aware* of the attitude they have. The third point is that the *attitude* dimension replaces the *personal traits* dimension in the other models. This may probably be due to the significance of the *attitude* dimension. A according to Freeman (ibid.), '...if teachers' attitudes are positive and those teachers are aware, then development in knowledge and skills can follow'. Bailey (2006:46) also stresses this point and indicates that the teacher "... should strive to maintain and project positive attitudes and to promote conditions that foster positive attitudes".

Another model that may be called the learning/teaching model is provided by Gordon (1992). In this model, Gordon provides a manifesto for connecting the qualities of a good teacher with the ability of helping students how to learn. She does this by reflecting on her own learning strategies. In this respect, she states (1992:4 & 6):

I will show children what I do to learn, I will demonstrate my learning because learners need to see how it is done…Everything that happens in

a classroom has an impact on everything else that happens. I always keep in mind the factors that help me learn best Then, when I am teaching, I can ask myself, is this classroom activity going to help children learn? How would it help me learn? If I cannot justify the activity by saying how it will help, then why am I doing it?

One of the most concise definitions of the "good" teacher is given by Kelley (2000) in an online article. She states:

Good teachers can motivate students. They do not have to intimidate students to motivate them. They have patience. Just as importantly, good teachers have not only knowledge of their subject, but also the ability to impart that knowledge to others. Good teachers make all this seem effortless. I'm not sure this trait can be acquired."

This brief definition covers many aspects of the term, but gives no notion how to go about developing these skills, and even suggests that they must be inborn.

In order to stress the personality factor, Julian Edge (2002), proposed the term *"person-who-teaches"*. As shown in the figure below, this model includes two main dimensions: personality and methodology. The personality dimension includes six attributes. These are: (1) likes their major, (2) positive attitude towards change, development, quality, co-operation and team work, (3) perception of learning, teacher/learner roles and professional development, (4) interpersonal skills, (5) ability to observe, think critically and use

experience, and (6) sensitivity to context. The methodology dimension includes knowledge and skills. The knowledge dimension includes three components: (1) views on methodology, (2) available materials, and (3) own views on learning and teaching, whereas the skills dimension includes four skills: (1) implications of theory, (2) planning and teaching, (3) balancing support and challenge, and (4) action research.

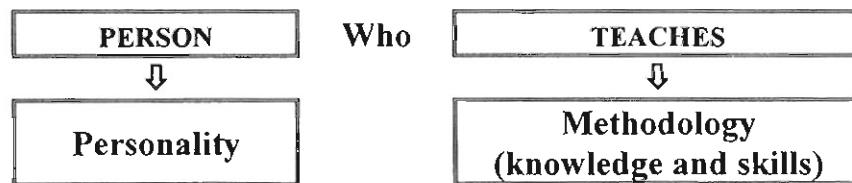| PERSON	Who	TEACHES
⇩		⇩
Personality		Methodology (knowledge and skills)

Figure 2: Person-who teaches model
Source: Edge (2002)

What is important about Edge's model above is that the methodology dimension is used as an umbrella term incorporating the knowledge dimension and the skills dimension and that the skill of making use and carrying out action research is considered a significant skill in Edge's model.

In Gabrielatos' model (2002), the word *language* is added to the previous model. The new model has become *person-who-teaches-language*. Each word points towards an indispensable element in a language teacher's profile.

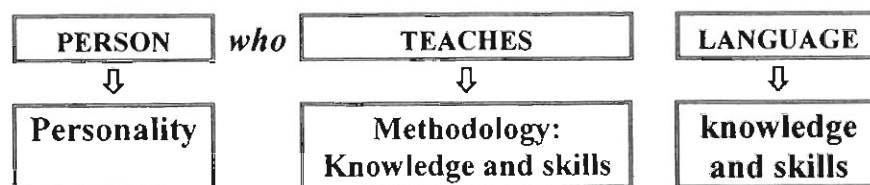| PERSON	*who*	TEACHES		LANGUAGE
⇩		⇩		⇩
Personality		Methodology: Knowledge and skills		knowledge and skills

Figure 3: Person-who-teaches language model
Source: Gabrielatos (2002)

As shown in Figure (3) above, Gabrielatos gives two sub-dimensions to the word language: knowledge and skills. By *knowledge,* he means that the language teacher should have

different views/theories on language and should be aware of their own views on language, and by skills, he means the effective use of the four language skills, the ability to analyze language and draw conclusions, and sensitivity to learners' language level.

What is important about Gabrielatos' model, however, is that it incorporates three useful inventories. The first inventory is entitled *how I see language*. It includes items that describe the nature of language, e.g. language is a group of grammatical items and structures; language is born in context; language is a means of communication, etc. The second inventory is entitled *how I see language learning*. It includes items that interpret the why and how of learning, e.g. we need an incentive in order to put time, effort and money into learning something; some people need to analyze language in order to understand it; others prefer to be given the parts and try to put them together, etc. The purpose of the third inventory in the model is to show how the teacher's views on language and language learning can be translated into methodology, e.g. helping learners investigate and produce language in context (both real and imaginary); examining language in its natural environment (texts/discourse); helping learners see the link between the language and its culture, etc. (Gabrielatos 2002).

Carter (2005) states that '...naturally, to be a teacher of anything, even scuba diving or God's way of life, it is imperative to have a complete knowledge of the subject or skill that must be taught'. However, he stresses the attitudes dimension and says that 'the attitude category always wins' because 'attitudes can make us easier to learn from'. While he was conducting a workshop, he asked his students to identify the qualities of a good teacher. They identified a long list of which the three top qualities were to do with attitudes. These were patience, enthusiasm and encouragement. To him *patience* means 'bearing pains or trials calmly without complaint; manifesting forbearance under provocation or strain; not hasty or impetuous; steadfast despite opposition, difficulty or adversity ... patience requires us as teachers to acknowledge the smallest of accomplishments

because people learn so much more with positive remarks...true compliments on performance open up the mind to receive criticism to improve, *enthusiasm* appears when a person speaks with enthusiasm, and his voice shows it... an excited person doesn't speak in a boring and monotone voice... it inspires the learner to pay attention, and finally, *encouragement* means giving hope or promise, to be inspiring... with the patience of helping people to learn at their own pace, in their own way, and teaching with enthusiasm, [one] almost automatically becomes an encourager' (ibid.).

Another model which was concerned with establishing a framework for identifying the qualities of the good teacher is provided by Norris et al. (2005). The writers of this model identified two broad dimensions describing the qualities of the good language teacher. These are: (1) the personal qualities, and (2) the professional qualities. The personal qualities include: (1) need to have empathy, (2) understanding and accepting of the learner's environment, (3) voice, which is important for language learning and also for developing the personal connection, (4) good listener, which indicates that 'best practice' involves being a good listener, (5) personality/persona to which the qualities described thus far are tied, (6) excellent interpersonal skills, which are specific skills that expert teachers demonstrate in their practice and which affect successful learning and teaching experiences, (7) organizational and time management skills, which include location, time and technology factors that can constrain the success of language learning, (8) flexibility and a good imagination is required in order to cater for different styles, to give variety, make use of what can be found around and provide a really great range of tools and ways to keep learners involved, (9) patience with students, schools and technology, and (10) passion, which means that teachers should be a little bit passionate about students and have to show their passion for the language and try to share that with their students.

The second dimension in Norris et al.'s model is *the professional qualities*. The qualities included in this dimension are:

1. Sound languages pedagogy and good curriculum knowledge; depth of knowledge has an impact, not only on learning, but also on disposition and attitude.

2. Imagination and visualization; which are very specific and very important professional qualities for the success of teaching.

3. Language competence both in the target language and in the native language; there is a very clear need for teachers to be competent users of both.

4. Technical expertise, multimedia and multi modes of delivery make technical expertise a fundamental part of best practice in teaching languages. There is a need, however, to ensure that the technology supports, rather than takes over, the teaching.

5. Ability to support the autonomous learner; there is an obligation to actively address this area with learners.

6. Ability to work in a team; the teaching and learning of a language is very dependent on teamwork.

7. Accessible and available to students; a quality desired in all teachers.

Qualities as identified by institutions and educational associations:
Identifying the qualities of the good language teacher has also been the concern of many institutions and educational associations. These qualities are used as standards for the effective practices and qualities of good teachers.
Cambridge University, for example, has its own standards for preparing good language teachers. In a talk given in Athens in November 1994, Wilson, Cambridge TEFL representative, stated that the approach adopted in the language teacher education program enables to prepare good and responsible teachers who have the following qualities:

1. know their subject
2. can assess their own strengths and weaknesses
3. can make use of resources available
4. are enthusiastic about teaching and learning
5. can plan appropriate lessons
6. can present language in different ways
7. can respond to other people's comments
8. can provide variety in their lessons
9. have a good rapport with their learners
10. can teach/select appropriate materials
11. can explain their subject
12. want to develop professionally
13. know about their learners
14. are enthusiastic about teaching and learning

Another set of the qualities that were identified by educational institutes is determined by *the Iowa Department of Education* at Stilwell. In 2001, the Department states that the good teacher believes in and applies the following:

1. Demonstrates the ability to enhance academic performance and support for and   implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

A critical look at the points above may reveal that the Iowa Department of Education connected the qualities of the good teacher with the ability to work according to a set of

professional standards, which should be applied in the real practices. These, standards, however, focus on the professional aspect and lack the humanistic one.

The qualities of the good teacher identified in *No Child Left Behind Act 0f 2001* are considered a third example of the qualities identified by governmental and legislative boards and used as performance criteria or standards. According to the US Department of Education, *No Child Left behind Act* "...was signed into law on January 8, 2002... It amends and reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965, which includes most federal K-12 education programs". Tremmel (2007) states that *No Child is left Behind* is a legislation that came up by the federal government of America in which there is a section entitled *What is a highly qualified teacher?*. The answer is provided in two columns: one for "Elementary School Teacher" and the other for "Middle or High School Teacher". For elementary teachers, the criteria for qualification are "Holds a bachelors degree" and "Has demonstrated mastery by passing a rigorous test in reading, writing, math and other areas of the curriculum". A qualified secondary teacher, according to the document, "Holds a bachelors degree" and has demonstrated competency in subject area taught by passing a rigorous state test, or through completion of an academic major, graduate degree, or comparable coursework."

According to Tremmel (ibid.), these criteria deserve no better than the label "entry level teacher", and suggesting that they constitute a "highly qualified teacher" is insulting to the many truly highly qualified teachers already teaching students every day in schools of America...the criteria and the way they most likely will be tested don't seem to recognize that teaching is a specialized field in which not only subject matter (factual) knowledge but also pedagogical knowledge, difficult to demonstrate on a paper and pencil test, are paramount. He adds "...what truly makes a "highly qualified" teacher is the unrelenting, continual desire to become a better thinker, a better reader and writer, a better communicator, and most of all a better

person who can use their knowledge flexibly and with compassion to help students reach these same goals".

Despite the fact that the *No Child Left behind Act* emphasizes course content over teaching methods in teacher training, Rice (2003) indicates that '... content knowledge is critical, particularly for secondary school teachers... [However] having subject matter expertise may be a *necessary* but not a *sufficient* condition for good teaching... *Quality* shows that training in both the subject area and education methods is essential to maximizing classroom successes'. Rice (ibid.) came up with this significant finding after analyzing nearly 80 research studies to explore what factors in teacher education and experience raise teacher effectiveness and student achievement, focusing on such areas as teacher certification, work experience, preparation programs and degrees, coursework, and teacher test scores.

The same two broad dimensions for identifying the qualities of the good language teacher are stressed by New Zeeland Ministry of Education's Model. According to Farquhar (2003), the New Zeeland Ministry of Education commissioned many studies in order to investigate the qualities of the good teacher and identify the effect of these qualities on children's outcomes. These studies stressed two dimensions: teacher education (including knowledge and pedagogical skills) and the teacher's personal characteristics. These two dimensions include the following list of qualities of good teacher:

- Good physical health.
- Emotional maturity.
- Courage to argue for what a child needs.
- Integrity and honesty.
- Self-awareness and self-evaluation, supported by reflection and professional peer support.
- Respect for children.
- Discretion in dealing with children's problems and issues.
- Intuition.
- Professional detachment from children.
- Humor

Farquhar (Ibid.) refers to the importance of content knowledge saying that effective teachers use content knowledge confidently to support and extend learning in interactive and play-based situations. In this respect, he indicates:

1. Teachers draw on content knowledge to extend children's thinking and inquiry, and to support their cultural identity and sense of contribution and belonging.
2. Teachers have confidence in their ability to communicate and demonstrate content knowledge
3. When teachers do not have the necessary content knowledge they have to access information resources such as the Internet, the reference books, and specialists
4. When teachers are unsure of the accuracy of their content knowledge on a particular topic they check their understanding and research further into it.

Stronge's model (2002) is a typical example of the qualities identified by the educational associations. It includes a *general profile* and a *specific profile*. The general profile is applied to the teacher of any content area. It includes six dimensions: (1) the teacher as a person, (2) classroom management and organization, (3) organizing and orienting for instruction, (4) implementing instruction, (5) monitoring student progress and potential, and (6) professionalism. The specific or subject-area profile provides subject-specific qualities for the four content areas found in all schools. These are English, History and Social Studies, Mathematics and Science.

There is more than one significant point that can be made about Stronge's model. First, he connects the purpose of his model with effective teaching. Second, he requires that the identified qualities should be translated into teacher responsibilities and teacher behaviours. Third, he identifies the positive qualities that determine effective teaching in every dimension as well as the negative qualities or, to use his exact term, 'the red flags of ineffective teaching' (ibid. 77). The fourth and most important point about Stronge's model is that he connected the subject – specific profile of English teachers with the effective teaching of

the four language skills: oral language skills (speaking and listening), reading, and writing.

Another important model for identifying the qualities of good teachers in order to be used as quality standards was developed by Her Majesty Inspector of Schools in England. During 2002/03, the qualities of the advanced skills teachers (ASTs) and their effect on teaching, learning and achievement were surveyed. Visits were made to over 60 schools in 27 Local Education Areas. Information was gathered from a further 800 advanced skills teachers through a questionnaire. The findings were issued in the annual report entitled *Standards and Quality 2002/03* which was issued by Office for Standards in Education. They indicate that advanced skills teachers have the following qualities:

1. A very strong effect on the quality of teaching and learning in over three quarters of the schools inspected.
2. They are almost all skilled practitioners who set themselves high standards and expect high standards from others.
3. They spend a large proportion of their time advising other teachers about class organization and teaching methods.
4. They lead good training sessions and are effective in improving teaching and learning by working alongside and advising individual teachers.
5. Many produce and disseminate high-quality teaching materials.
6. They often provide very good support for newly qualified and trainee teachers.

As seen from the list above, the qualities of the advanced skills teachers are identified in terms of a set of standards describing what the teachers know and what they should be able to do.

Augustana College also developed a model called *the Circle of Courage Model* for describing the curriculum of the Teacher Education Program. According to the College Handbook (Fall 2005: 4-13), the model attempts to achieve 11 qualities in their future teachers. These are:

1. Knowledge of subject matter
2. Knowledge of human development and learning: the teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
3. Adapting instruction for individual needs: the teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. Multiple instructional strategies: the teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. Classroom management and motivation skills: the teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. Communication skills: the teacher uses knowledge of effective verbal, nonverbal, media, and technological communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. Instructional planning skills: the teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
8. Assessment of student learning: the teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
9. Professional commitment and responsibility: the teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. A good teacher is one who has the ability to learn as much from the students as they learn from him or her. In an effort to match instruction to the needs of students, this teacher

spends much time evaluating the implications of his or her teaching decisions in the classroom. This is the mark of a reflective practitioner. Such self-reflection leads to greater knowledge about the students, about the subject being taught, and about the act of teaching.

11. Partnerships: the teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being. Effective teachers engage in a variety of experiences within and beyond the school that promote a spirit of collaboration, collegiality, and personal growth.

What is significant in Augustana's model, however, is that the qualities mentioned above are blended with four core values: belonging, mastery, independence, and generosity. The following is an example showing how these qualities are blended when applied to the last quality, i.e. partnerships.

1. Belonging: Pre-service teachers begin their partnerships with the schools in the local area and the community and expand these partnerships over four years, which increases their sense of belonging to the profession of teaching by giving them varied experiences in the different schools.

2. Mastery: The pre-service teachers should be exposed to teaching professionals and related experts through conferences, presentations, symposium days, and modeling from skilful teachers.

3. Independence: Pre-service teachers bring their individual strengths, experiences, and talents to build partnerships in the profession.

4. Generosity: By conducting projects in the community and area schools, the good teachers initiate partnerships and collaborative endeavors. It is expected that good teachers contribute to their placements in meaningful ways.

In line with Stronge's model (2002) and Her Majesty Inspector's model (2002/3) above, the Evangelical Lutheran Church in America (2006) determines a list of standards for volunteer

English teachers sent to work in Slovakia. The list includes the following:

1. *Adaptability:* The good teacher needs to adapt to the differences exist in schools. Schedules may be altered, classes may be canceled, and job description may change. S/he will need to be flexible.

2. *Willingness to work hard:* The teacher spends about 20 hours in the classroom each week, but many additional hours are required for planning, preparing assignments, and grading papers. Thus s/he should be willing to work hard.

3. *Eagerness to learn:* It is expected that the English teacher learn something of another people, language, culture, and history. This can be achieved from students, colleagues, travels, and reading.

4. *A love of teenagers:* The teacher will have a good time if they like being around teenagers, with all their energy, potential, and problems.

5. *General knowledge:* Although a knowledge of the English language and British and American literature is often helpful, it is good to be a generalist because some English teachers also teach English and American history and general cultural topics like politics, health and nutrition, the business world, the environment, and music and the arts. Those with English degrees are very welcome and teaching skills are helpful.

6. *Strong classroom management skills:* The teacher can expect students to be bright, capable, and talented, but they are teenagers and will test the limits of the rules and of teacher's patience. It is very helpful if s/he has had experience in teaching or in other managing of groups of teenagers.

7. *Willingness to share faith:* As a volunteer English teacher from the ELCA in Slovakia, s/he will be expected to participate in the religious life of the community, including morning prayers, chapel services, and Sunday worship. s/he will also have opportunities to share their faith with young people, many of whom will welcome honest discussions about religion and life.

The qualities on the list above are roughly similar to the qualities discussed in the previous models with the exception of the last one, which is largely connected with the missionary work of the Evangelical Church.

Qualities as identified by Students:
Having reviewed the qualities of a good language teacher as identified in some intuitively suggested frameworks and as determined by some institutes and educational associations in terms of graduation and accountability standards, it is time to turn to the learners and see what they have to say about all these qualities.

In 1996 Constantinides conducted an empirical study in the Center of English Language Teaching (CELT) in Athens. In this study she asked a number of learners (50 adults and 60 younger learners) to describe a teacher who has remained 'unforgettable' to them, and to say what they used to (or still) do and what sort of person they were (or still are). The second question invited the learners to give new/novice teachers of English some advice so that they, too, could one day enter their students' private halls of fame. The respondents identified 30 qualities for describing the good language teacher.

What is important about Constantinides' findings, however, is that '...the rankings [of the responses] show a tendency of younger learners to value certain personal qualities more and dwell less on subject knowledge and technical perfection, while adult learners value the teacher's subject knowledge and technical know-how to a greater degree'. Commenting on this finding, Constantinides indicates that '...adults are challenged by teachers who use sophisticated and motivating techniques, while children, even if bored to tears by the lesson, can be captivated by a high degree of energy, enthusiasm and a teacher who smiles and is affectionate' (ibid.). Another important finding is the identification of some unwanted qualities that could be traced in the responses of the students. These are: always in a bad mood; do not inspire respect; are always negative; are indifferent to

teaching; show no love for their subject; do not explain at all; make students feel anxious; rude to them; and sarcastic.

In 2000 Paul Bress conducted a survey study in which he distributed a simple questionnaire to 40 adult students of many different nationalities, and 20 experienced teachers. The respondents were asked just to write down the five things, which, in their opinion, make a teacher special. Commenting on his findings, Bress (Ibid: 43) indicates:

1. No students tended to stress the caring nature of the special teacher, while teachers focused on the ability to give individual attention.
2. Both students and teachers affirmed the importance of the teacher's role in enthusing a class, and of turning the classroom into a rich learning environment;
3. Both referred to the importance of being flexible and of adapting the lesson when necessary.
4. Both considered humor to be important – but not as important as the previous points.

A similar study was conducted by Edington (2001) in one of the classes in Japan, but the subjects were only students. The students were asked to mention the qualities of the good language teacher. They identified various qualities forming an inventory including 38 qualities. These qualities can be categorized into the normal three dimensions: personality, teaching skills, and knowledge.

The personality dimension incorporates: keeps smiling; has a nice smile; is kind; loves all the students; makes classes interesting; likes and is liked by students; plays with students; praises students; respects students; friendly; treats students equally; comes to class on time; can think about the heart of every student; tries to understand students' personalities; always takes care of students; is funny; is eager [enthusiastic]; likes teaching; and is patient.

The qualities in the teaching skills dimension are: speaks loudly; writes clearly; tells interesting stories; gives good advice; observes students carefully; listens to students; talks to students; makes students think for themselves; gives good advice; is good

at explaining; is good at teaching [competent]; has a great deal of experience; is prepared for class; tries to motivate students; is creative and uses a variety of teaching techniques; and uses the latest technology in teaching.

The qualities of the knowledge dimension are: has a great deal of knowledge; has a great deal of experience; we can talk to him/her about everything; and never stops learning.

What is important about Edington's inventory (2001), however, is that the majority of qualities (20) is given to the personality dimension, whereas 14 belong to the teaching skills dimension and the least number (4) is given to the knowledge dimension. This indicates the importance of the personality dimension. Another important point is that the knowledge dimension includes a very significant and crucial quality to do with the professional development of the language teacher_ *never stop learning*.

In another study, which tackled the student perception of qualities of a good language teacher, Probst (2003) provides a long list including 25 items that describe the best teacher. The items on the list were identified by his students while they were attending one of the courses. In line with Edington' findings (2001), the majority of items on Probst's inventory focus on the personality dimension, e.g. enthusiasm; punctuality; support and concern for students; consistency; politeness; firmness and control; does not play favorites; provides personal help; does not make students lose face; is humble; is fair; has a sense of humor; does not allow students to call him/her by first name. There are, however, some items that tackle the teaching skills dimension, e.g. knowing the subject and preparing lessons daily; employ an effective delivery; uses a variety of learning activities; avoids engaging students in "busy work"; is not a slave to the text and uses it as a road map; and does not allow one or two students to monopolize or dominate the class.

The last study reviewed in this section is cited from the UNESCO's survey which conducted in 1996. As a result of that survey, UNESCO published a book entitled *what makes a Good Teacher*. Over 500 pupils from different countries around the

world contributed their opinions. Chronologically, this study should have been reviewed before the other studies. Due to the qualitative nature of the findings of the survey, this section will be ended up by some citations coming from countries representing the different parts of the world, e.g. Indonesia, Ireland; Morocco, Nigeria, Saudi Arabia, and USA. The citations provide some of the responses, which refer to the perceived qualities of a good teacher.

Citation (1): A student from Chad
"A good teacher should treat all pupils like his own children. He should answer all questions, even if they are stupid."

Citation (2): A student from Germany
"In brief, a teacher needs self-confidence and knowledge about her subject(s), but the most important thing is that a teacher has to enjoy what she does! She has to be enthusiastic and she has to have a true interest in her pupils!"

Citation (3): A student from Jakarta, Indonesia
"A great teacher interacts with pupils...gives affection to the pupils, makes them understand what emotion is. S/he smiles to their pupils...teaches not only textbook materials but also the truth that is happening outside. S/he should have balance between practice and theory. A great teacher dedicates him/herself to the job. They made a commitment, and then they have to do it."

Citation (4): A student from India
A teacher must have motherly love with their students (Means he should be a mother in the school). He must have moral character and honesty. He must be well prepared with his subjects. He must have a good knowledge of his subjects. [He should be] physically and mentally fit for the job. He should be active and smart in the classroom. While teaching he should use so many support materials. The support material should be prepared by himself. The pupils should be joyful in the class.

Citation (5): A student from Ireland
"When love and skill work together, expect a masterpiece. It is fundamental that a teacher cares about humanity in general.

Once we love, enjoy and appreciate the individuality of each and every child in our classroom - everything else falls into place. A good teacher takes cognizance of the fact that they are role models for children remembering that we teach more by what we do than by what we say! This is a challenge for the best of us!"

Citation (6): A student from Jamaica

"To become a good teacher, you not only teach the children but you also have to learn from them."

Citation (7): A student from Morocco

A good teacher answers the needs of the pupils and not only the needs of the chosen program.

Citation (8): A student from Nigeria

" One who is child friendly, caring, kind hearted, humble, patient, who has the fear of God, who is always ready to give a listening ear, who is not jealous... who has a motherly love. I feel there should be a rule and punishment for teachers who maltreat and call children names..." Teachers are supposed to be children's best friends instead they are their worst enemies. In fact, some children refuse to go to school because of their teachers. Children are not supposed to learn with fear."

Citation (9): A student from Islamabad, Pakistan

"A Teacher must know well about: psychology of children, educational psychology, his duties and obligations, the parental behavior, and the methods and techniques of teaching/learning. Besides, he must have up-to-date knowledge of the subjects he is teaching."

Citation (10): A student from Saudi Arabia

"A teacher should have 3 essential qualities: (1) background knowledge, (2) professional skills, and (3) Personal qualities."

Citation (11): A student from USA

"To be a good teacher, it is fundamental: to feel like a child, to think like a child, to act like a child, to reason and react as an understanding adult, remembering that one has once been a child, and it's time to revive that child."

Citation (12): Another student from USA (Texas)

"A great teacher can be defined by two simple words. *Best friend.* Who better to trust than a best friend? Who better to love

and be loved in return than a best friend? Who better to gain knowledge from, than a best friend?

Finally, who better to remember throughout the days of your life, than a best friend? Let's all be teachers, shall we?"

According to the frameworks and inventories identifying the qualities of the good language teacher presented above, it is clear that there are certain things a good teacher should *know* (professional understanding), things a teacher can do (teaching skills) and others that a good teacher must 'have" (personal qualities). The question is: How far are these frameworks and inventories applied to the language teachers in the Arab World? Do our prospective teachers of English perceive these qualities differently due to gender and due to the country in which they are living? Attempting to answer these questions is the target of the empirical part of the current study.

Purpose and Questions of the Study

The purpose of this study is double fold. First, it attempts to explore and identify the qualities of the good language teacher as perceived by student teachers in three countries of the Arab World. Second, it is an attempt to determine if there is a difference in the perception of these qualities due to the country or gender. Thus, it attempts to answer the following three questions:

1. What are the qualities of the good language teacher as perceived by prospective teachers of English in the Arab World?
2. Are these qualities perceived differently due to the country of student teachers of English?
3. Are these qualities perceived differently due to the gender of student teachers?

Method
Subjects

The subjects of the study consisted of 273 student teachers of English enrolled in three universities in three Arab countries: Egypt, Oman and Saudi Arabia. These countries were selected

due to more than one reason. The first reason is the availability; one of the writer's colleagues was seconded to the College of Arabic Language and Social Studies at King Saud University (Kuasim Branch). He helped in the administration of the questionnaire there. The second reason was that the writer was working as a Visiting Consultant at Sultan Qaboos University (College of Education).

The selection of these two countries, in addition to Egypt, however, might probably be relevant because they represent three different segments of the Arab World. Egypt is a big country and its graduates work in the majority of the Gulf Countries, the Sultanate of Oman is a promising country and the proficiency English level of the Omani students, is considerably high. Also, the Omani students, due to the various multi-national commercial companies working in Oman, need the language for what is called by Gardener (1985:11) and Littlewood (1984:54) instrumental and integrative purposes. Saudi Arabia is a conservative country in which there is much focus on Arabic and religious courses. The Saudi subjects may perceive the qualities of the good language teacher differently. Accordingly, the sample of the study was considered a purposive sample (See Seliger and Shohamy 1989). Table (1) below provides some statistical descriptions of the sample.

Table (1)
Sample Description: Country, number, and gender

Country	Sex		Total
	Male	Female	
Egypt Suez Canal University	8	64	72
Sultanate of Oman Sultan Qaboos University	27	88	115
Saudi Arabia King Saud University	86	----	86
Grand Total	121	152	273*

* *Some of these cases were missed in the final analysis.*

It is worth mentioning here that the levels of the subjects were the sixth and seventh, i.e. the third and fourth years of the program. This was very necessary and important because the student teachers of English at these levels go to schools for practicing teaching English and for observing the regular/practicing class teachers. It was expected that they, at these levels, have covered a part or two of the methodology course and some other educational courses. This would enable them to interact properly with the data-gathering tool and would help them to recognize what makes a good English teacher. As seen in Table (1) above, the sample does not include Saudi female students due to the regulations of the Saudi educational system, which has a full segregation between male and female students.

Research Instrument
At the very beginning of the investigation (Fall 2006), an exploratory open-ended questionnaire including two questions was developed. The two questions were: *what do you think the qualities of a good teacher are?* and *what do you think the qualities of a bad teacher are?* The questionnaire was applied to a group of 13 Omani prospective teachers of English at the College of Education, Sultan Qaboos University.

After that, the responses of the prospective teachers were analyzed and used, in addition to some other items form the reviewed literature, for developing the items of a closed-ended questionnaire. It was taken into consideration that the items should include equally the three dimensions representing the qualities of a good language teacher discussed in the theoretical framework, i.e. knowledge, teaching skills, and personality. The knowledge dimension included 25 items like: *know social and cultural background of the learners*, and *know how to set objectives*, etc. The teaching skills dimension included 25 items like *use different methods of teaching, modify the language input to match learner needs and interests, giving proper feedback*, etc.; and the personality dimension included 25 items

like *be enthusiastic (i.e. enjoys teaching)*, *be patient with pupils*, and *have good sense of humor*.

After writing the first version of the questionnaire, which included 75 items, it was given to a group of three experts in the field in order to establish its judge validity. That is, determining the appropriateness of the items for measuring a specific dimension. The experts modified some items, added some and suggested the deletion of others. Thus, the final version of the questionnaire includes 69 items. Fifteen items represent the *knowledge* dimension, 27 represent the *teaching skills* dimension and 27 represent the *personality* dimension (See Appendix 1).

The reliability of the scale was established using the internal consistency measure (Alpha coefficient). The reliability of the knowledge dimension was (0.77), the teaching skills dimension was (0.86), and the personality dimension was (0.80). The reliability of total items of the questionnaire, however, was (0.92). These were considered appropriate values of reliability, which indicated a high degree of internal consistency among the items of the scale.

The *internal consistency validity* was established by estimating the correlation coefficients between the three dimensions and the total score of the questionnaire. Table (2) includes these coefficients.

Table (2)
The correlation coefficient matrix between the three dimensions and the total items of the scale

Dimension	Knowledge	Teaching skills	personality	Total items
Knowledge	1.00	-	-	-
Teaching Skills	0.76*	1.00	-	-
Personality	0.59*	0.74*	1.00	-
Total items	0.84*	0.94*	0.89*	1.00

Correlation is significant at the 0.01 level.

The coefficients in Table (2) above show high internal consistency among the three dimensions of the questionnaire. These coefficients range from 0.74 (personality & teaching skills) to 0.94 (teaching skills and total items). The internal consistency for all items within each dimension was estimated by the corrected item total correlation which ranged from (o.24) to (o.51) (for knowledge dimension), from (0.23) to (0.54) (teaching skills dimension), and from (0.20) to (0.53) (personality dimension).

Data analysis and discussion

In order to answer the first question *what are the qualities of the good language teacher as perceived by prospective teachers of English in some Arab countries,* the descriptive statistics for all the three dimensions were estimated as shown in Tables 3, 4 and 5. Table (3) below includes the descriptive statistics for the knowledge dimension.

(3) Table

The frequencies, means, standard deviations of the Knowledge items

Knowledge Items		Percent				Mean	St. dev.
		1	2	3	4		
1	Have high level of English proficiency	.7	8.4	45.4	45.8	3.36	.66
2	Be aware of English language culture	6.6	21.6	44.3	27.5	2.92	.86
3	Know social and cultural background of the learners	9.2	23.8	43.2	23.8	2.81	.90
4	Be aware of current teaching techniques	1.1	12.5	44.7	41.8	3.27	.71
5	Know how to set objectives	3.7	11.4	41.	44.	3.25	.79
6	Know how to evaluate their pupils	1.1	7.7	42.5	48.7	3.38	.67

7	Know how to involve pupils in activities	2.9	10.3	44.7	42.1	3.26	.75
8	Have a good command of English	2.2	15.4	50.2	32.2	3.12	.74
9	Know how to motivate learners.	1.1	7.7	42.5	48.7	3.38	.67
10	Be aware of current trends in ELT.	3.3	22.0	50.5	24.2	2.95	.77
11	Be aware of target language culture	6.2	28.2	42.9	22.7	2.82	.85
12	Know how to specify their teaching objectives	2.2	19.8	48.7	29.3	3.05	.76
13	Be able to contribute in curriculum development	2.9	20.1	58.6	18.3	2.92	.70
14	Have the ability to help other colleagues to develop professionally.	4.8	16.1	55.3	23.8	2.98	.76
15	Have perception of professional development	2.9	16.8	54.9	25.3	3.02	.73

As shown in Table (3) above, the means of six items of the knowledge dimension (items 1, 4, 5, 6, 7, and 9) are 3.2 or more. This means that 40 % of the 15 items of the knowledge dimension are considered either *most important* or *important* items. The other nine items of the knowledge dimension, which represent 60 % of the items, got a mean of 2.8 or more. This means that they either *important* or *moderately important*. None of the items above is considered unimportant. These results indicate that the respondents in the three countries participated in the study considered all the items of the knowledge dimension important qualities of the good language teacher.

Table (4)
Frequencies, means, and standard deviations of the teaching skills items

Teaching Skills Items		Percent				Mean	St. dev.
		1	2	3	4		
1.	Be creative in teaching	.4	3.3	33.7	62.6	3.58	.57
2.	Use different teaching methods	.4	4.8	33.0	61.9	3.56	.60
3.	Modify language input to match learner needs and interests	1.5	13.6	54.9	30.0	3.13	.69
4.	Encourage learner's contributions	.4	12.8	44.3	42.5	3.28	.69
5.	Giving proper feedback	3.7	11.0	49.8	35.5	3.17	.76
6.	Have classroom management skills	.7	14.7	45.8	38.8	3.22	.71
7.	Have organizational and grouping skills	2.9	16.5	51.6	28.9	3.06	.75
8.	Make use of resources available	2.6	19.4	47.6	30.4	3.05	.77
9.	Able to plan appropriate lessons	2.9	9.9	45.1	42.1	3.26	.75
10.	Can comment on pupils' responses	4.0	15.0	43.2	37.7	3.14	.81
11.	Use audiovisual aids/ multimedia	2.6	19.8	42.9	34.8	3.09	.80
12.	Can assess the strengths and weaknesses of learners	2.9	10.6	36.3	50.2	3.33	.78
13.	Take into consideration the needs and interests of learners in class	1.5	11.0	49.1	38.5	3.24	.70
14.	Can motivate learners in class	2.6	7.7	48.4	41.4	3.28	.71
15.	Can select appropriate supplementary materials	2.9	17.6	53.1	26.4	3.02	.74
16.	Able to present language in different ways	2.6	10.6	40.3	46.5	3.30	.76
17.	Speak loudly and writes clearly	1.1	7.7	31.1	60.1	3.50	.68

18.	Vary their method of teaching to suite all learners	.4	10.6	45.8	43.2	3.32	.67
19.	Use different techniques for presenting language	2.2	8.1	50.2	39.6	3.27	.70
20.	Prepared for class	1.8	4.8	34.8	58.6	3.50	.67
21.	Use teacher's voice and his writing is readable	1.1	5.1	39.6	54.2	3.46	.64
22.	Creative and use a variety of teaching techniques	1.1	7.7	43.2	48.0	3.38	.67
23.	Use the latest technology in teaching	6.6	18.7	44.3	30.4	2.98	.87
24.	Should develop professionally	2.2	9.2	50.9	37.7	3.24	.70
25.	Be able to reflect upon their teaching	2.6	16.1	60.1	21.2	3.00	.69
26.	Have the skills to develop autonomy in learners	1.8	15.4	55.3	27.5	3.08	.70
27.	Be able to solve practical problems using action research	2.9	17.9	55.3	23.8	3.00	.73

As shown in Table (4) above, the means of 16 items of the teaching skills dimension (items 1, 2, 4, 6, 9, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, and 24) are 3.2 or more. This means that 59 % of the 27 items of the teaching skills dimension have a significant mean of 80 % or more of the largest score on the scale, which is (4.00 = most important). Ten items got the means of 3.00 or more. This means that 37 % of the items have a significant mean of 75% or more. Only one item (3.7 %) got a mean less than 3.00 (moderately important). It is item 23, which represents the teaching skill of *using the latest technology in teaching*. This might probably be due to the attitude of the prospective teachers towards the logistic problems connected with the use of educational technology in teaching. It might also be due to the fact that subjects of the study believe that good language teachers can teach effectively without having sophisticated educational technology. It is worth mentioning here

that none of the items above is considered unimportant. These results indicate that the respondents participated in the study from the three countries considered all the items of the teaching skills dimension important qualities of the good language teacher.

Table (5)

The frequencies, means, standard deviations of the personality items

	Personality items	Percent				Mean	St. De..
		1	2	3	4		
1	Tolerant with students	1.5	15.8	35.9	46.9	3.28	.77
2	Enjoys teaching	.7	6.2	29.7	63.4	3.55	.64
3	Patient with pupils	1.1	7.3	37.7	53.8	3.44	.67
4	Have good sense of humor	2.6	21.2	42.5	33.7	3.07	.80
5	Helpful	1.1	9.5	44.7	44.7	3.32	.69
6	Have a good rapport with pupils	2.2	20.5	49.8	27.5	3.02	.75
7	Know about their learners	9.5	23.8	41.0	25.6	2.82	.92
8	Enthusiastic about teaching	2.2	9.5	40.7	47.3	3.48	2.56
9	Be kind	2.9	17.6	43.2	36.3	3.12	.80
10	Love all the students	7.7	19.4	38.1	34.8	3.00	.92
11	Care about all students	1.1	6.6	37.4	54.9	3.46	.66
12	Treat students equally	1.5	5.1	26.4	67.0	3.58	.65
13	Eager [enthusiastic], i.e. like teaching	2.6	8.8	52.0	36.6	3.22	.71
14	Explain in a confident way	1.8	4.4	37.0	56.8	3.48	.67
15	Manages the classroom properly	1.5	11.0	57.5	30.	3.16	.66
16	Have positive attitudes towards pupils	1.5	10.3	53.8	34.4	3.21	.67
17	Create humorous and interesting atmosphere inside the classroom	1.5	15.4	45.4	37.7	3.19	.744
18	Have an acceptable appearance	6.6	18.3	50.5	24.5	2.93	.83

Table (5)

The frequencies, means, standard deviations of the personality items

		Percent					
19	Come to class on time	1.1	4.0	36.3	58.6	3.52	.63
20	Be patient	1.1	7.3	37.7	53.8	3.44	.67
21	Always take care of students	2.2	10.3	51.3	36.3	3.21	.71
22	Co-operate with their colleagues	2.2	13.9	49.5	34.4	3.16	.73
23	Be confident and self-controlled	.7	4.4	43.2	51.6	3.45	.61
24	Establish good relationship with students	2.9	8.8	42.5	45.8	3.31	.75
25	Be enthusiastic about teaching.	1.8	10.6	42.5	45.1	3.30	.73
26	Have a positive attitude towards change and innovation	1.8	15.0	54.6	28.6	3.09	.70
27	Be willing to participate in teacher professional growth events such as seminars, workshops, conferences, etc	4.0	22.0	51.6	22.3	2.92	.77

As shown in Table (5) above, the means of sixteen items of the personality dimension (items 1, 2, 3, 5, 8, 11, 12, 13, 14, 16, 19, 20, 21, 23, 24, and 25) are 3.2 or more. This means that 59.3 % of the 27 items of the personality dimension are considered either *most important* or *important.* The other 11 items of the personality dimension, which represent 40.7 % of the items, got a mean of 2.8 or more. This mean represents about 70 % of the largest point on the scale (4.00). It is worth mentioning here that the highest mean (3.58) is given to item 12 *treating students equally.* This indicates the importance of the quality of being fair with students. The least mean (2.82) is given to item seven *knowing about learners*. This might be due to the religious beliefs of the respondents who think that knowing about learners might be a kind of interference in their lives. The second least

mean (2.92) is given to item 27 (*be willing to participate in teacher professional growth events such as seminars, workshops, conferences, etc.*). This low mean might be because the student teachers of English who participated in the study do not pay much concern to the professional qualities of teachers and they focus only on the teaching roles.

Three significant points can be observed, however. First, despite the fact that these means seem to be low, they are still considered either *important* or *moderately important*. Second, these two means represent a low percentage (7.00%) compared with the total number of the items, which got high means. Third, like the knowledge and teaching skills dimensions, none of the items above is considered unimportant.

As shown above in Tables (3 - 5), the mean of any item on the three dimensions is not less than 2.8 (i.e. 70 % of the largest score on the scale). This means that the Egyptian, Omani and Saudi prospective teachers of English who participated in the study considered all the 15 items of the knowledge dimension, the 27 items of the teaching skills dimension, and the 27 items of the personality dimension as important qualities of the good language teacher. These findings represent the answer of the first question of the study. Having answered the first question of the study, thereby identifying the qualities of the good language teacher as perceived by some of the prospective teachers of English in three countries of the Arab World, it seems pertinent to answer the second question: *Are these qualities perceived differently due to the country of student teachers of English?*

In order to answer this question, the statistical model analysis of variance (one way ANOVA) was applied. The results of analysis are as shown in Table (6) below.

Table (6)
The differences between the scores of the three sub-samples on the
Three dimensions & the total items

		Sum of Squares	df.	Mean Square	F	Sig.
Knowledge	Between Groups	389.786	2	194.893	6.183	.002
	Within Groups	7470.210	237	31.520		
	Total	7859.996	239			
Teaching Skills	Between Groups	1564.403	2	782.201	9.672	.000
	Within Groups	19166.997	237	80.873		
	Total	20731..400	237			
Personality	Between Groups	903.283	2	451.642	5.056	.007
	Within Groups	21172.513	237	89.335		
	Total	22075.796	239			
Total Items	Between Groups	7921.105	2	3960.552	8.564	.000
	Within Groups	109608.75	237	462.484		
	Total	117529.85	239			

As shown in Table (6) above, the F-value for the knowledge dimension is (6.18). This value is considered statistically significant at the (0.01) level (df = 2, $P \leq 0.01$). This indicates that there are differences in the identification of the qualities on the knowledge dimension due to the country participated in the study (Saudi Arabia, Egypt & Oman). In order to identify the direction of the difference, Scheffe test for multi comparisons was applied and its results are shown in Table (7) below.

Table (7)
The results of applying Scheffe test to the knowledge dimension

Country	Saudi Arabia	Egypt	Oman
Saudi Arabia	-	-	-
Egypt	1.7726	-	-
Oman	2.9308*	1.1582	-

Significant at 0.05 (P< 0.05)

The data in Table (7) above indicates that there are no statistically significant differences between the perception of the Egyptian student teachers of English and the perception of the Saudi students as to the qualities of the knowledge dimension. This means that the prospective teachers of English in both countries identify the qualities on the knowledge dimension similarly. This finding might not be surprising due to the similarity of the educational systems in the two countries. The table also indicates that there are no statistically significant differences between the perception of the Omani students and the Egyptian students. That is, they might have different agenda as to the knowledge dimension. The statistically significant differences, however, are found between the perception of the Omani students and the perception of the Saudi students for the sake of the Omani students. This means that the Omani student teachers of English value the qualities of the knowledge dimension more than the Saudi do.

Table (6) also displays the F-value for the teaching skills dimension, which are (9.67). It is considered statistically significant at the significance level (0.01) with (df = 2, P≤ 0.01). This indicates that there are differences in the identification of the qualities on the teaching skills dimension due to the country participated in the study (Saudi Arabia, Egypt & Oman). In order to identify the direction of the difference, Scheffe test for multi comparisons was applied and its results are shown in Table (8) below.

Table (8)
Results of applying Scheffe test to the teaching skills dimension

Country	Saudi Arabia	Egypt	Oman
Saudi Arabia	-	-	-
Egypt	4.7887*	-	-
Oman	5.6466*	0.8586	-

Significant at 0.05 (P< 0.05)

The data in Table (8) above indicates that there are statistically significant differences between the perception of the Egyptian student teachers of English and the perception of the Saudi students as to the qualities of the teaching skills dimension. The difference is for the sake of the Egyptian students. This means that they adopt different teaching strategies and that the prospective teachers of English in Egypt give more weight to the teaching skills dimension than the Saudi students do. The table also indicates that there are no statistically significant differences between the perception of the Omani students and the Egyptian students. This might mean that they adopt the same teaching skills. Further, Table (8) indicates that there are statistically significant differences between the perception of the Omani students and the perception of the Saudi students for the sake of the Omani students. This means that the Omani student teachers of English value the items of the teaching skills dimension more than the Saudi students do.

Table (6) above also shows the F-value for the personality dimension (5.06, df = 2, P≤ 0.01). This value is considered statistically significant at (0.01. This indicates that there are statistically significant differences in the identification of the qualities on the personality dimension due to the country participated in the study (Saudi Arabia, Egypt & Oman). Scheffe test was used to identify the direction of the differences as shown in Table (9) below.

Table (9)

The results of applying Scheffe test to the personality dimension

Country	Saudi Arabia	Egypt	Oman
Saudi Arabia	-	-	-
Egypt	3.3564	-	-
Oman	4.3707*	1.0142	-

Significant at 0.05 (P< 0.05)

The data in Table (9) above indicates that there are no statistically significant differences between the perception of the Egyptian student teachers of English and the perception of the Saudi students as to the qualities to do with the personality dimension. This means that the prospective teachers of English in both countries identify the qualities on this dimension similarly. The table also indicates that there are no statistically significant differences between the perception of the Omani students and the Egyptian students. This might mean that they have the same agenda as to the personality dimension. The statistically significant differences, however, are found between the perception of the Omani students and the perception of the Saudi students for the sake of the Omani students. This means that the Omani student teachers of English value the qualities of the personality dimension more than the Saudi do.

Having identified the differences between the three countries as to the perception of the three separated dimensions (knowledge, teaching skills, and personality), it is time to combine these dimensions together and investigate them totally (i.e. the 69 qualities in the questionnaire). The F-value (8.56) of the total items in Table (6) above is statistically significant (df=2, P≤ 0.01). This indicates that there are differences in the identification of all the qualities on the scale due to the country participated in the study (Saudi Arabia, Egypt & Oman). The direction of the difference is identified using Scheffe test as shown in Table (10) below.

Table (10)
Results of Scheffe test to the total items of the questionnaire

Country	Saudi Arabia	Egypt	Oman
Saudi Arabia	-	-	-
Egypt	9.917*	-	-
Oman	12.9481*	3.0311	-

Significant at 0.05 (P< 0.05)

The data in Table (10) above indicates that there are statistically significant differences between the perception of the Egyptian student teachers of English and the perception of the Saudi students as to the 69 qualities on the scale. The Egyptian students outperformed the Saudi students. This means that the prospective teachers of English in both countries have different views as to the qualities of the good language teacher. The table also indicates that there are no statistically significant differences between the perception of the Omani students and the Egyptian students. That is, they might have the same views as the qualities of the good language teacher. Another statistically significant difference is also found between the perception of the Omani students and the perception of the Saudi students for the sake of the Omani students. This means that the Omani student teachers of English value the qualities of the good language teachers more than the Saudi do. According to the findings above, it can be said that there are differences in the perception of the qualities of the good language teacher due to the country of the respondents and this answers the second question of the study.

In order to answer the third question (*are the qualities of the good language teacher perceived differently due to the gender of student teachers*), the independent sample t-test was performed as shown in Table (11) below.

Table (11)
T-values between the male and female student teachers on the three dimensions and the scale as a whole

Dimension	Sex	N	Mean	Std. Dev.	df	t-value	Sig.
Knowledge	Male	115	45.417	5.11	250	3.223	.001
	Female	137	47.701	5.98			
Teaching Skills	Male	115	84.930	8.75	250	4.722	.000
	Female	137	90.248	9.03			
Personality	Male	115	85.591	8.45	250	3.747	.000
	Female	137	89.978	9.89			
Total Qualities	Male	115	215.939	19.88	250	4.464	.000
	Female	137	227.927	22.31			

As shown in Table (11) above, the first three t-values (3.22, 4.72, 3.75, df= 250, P≤ 0.001) indicate that there are statistically significant differences between the perception of the male and female student teachers of English as to the qualities on the three dimensions (knowledge, teaching skills, and personality). The mean values in the fourth column indicate that the female subjects outperformed the male subjects despite the fact that the Saudi sample did not include females (See Table 1). This might mean that the female student teachers of English valued and appreciated almost all the qualities mentioned in the questionnaire.

Comparing the performance of the male and female student teachers of English on the total items of the questionnaire (69) regardless the participated countries indicates that there are also statically significant differences between them as to the perception of such qualities (t-value = 4.46, df =250, P≤ 0.001). The difference is also for the sake of the females who outperformed the males in identifying the qualities of the good language teacher. It is worth mentioning here that the writer was not able to estimate the difference between the male and female students at the level of each country separately because there were no female participants in the Saudi sample and the number of the Egyptian male students was too small (only 8 students).

Summary and conclusion:

The purposes of this study were to identify the qualities of the good language teachers as perceived by student teachers of English in some countries of the Arab World, and to investigate whether these qualities are perceived differently due to the country and/or gender of the students. After reviewing three types of the related literature (some theoretical frameworks developed by specialists, the qualities and accountability standards identified by some educational institutions and associations, and some studies to do with identifying the qualities of the good language teacher as perceived by students), a questionnaire including 69 items was developed and validated. The items of the questionnaire represented three dimensions of

qualities: knowledge, teaching skills and personality. In fall 2006, the questionnaire was administered to 273 student teachers of English at three Colleges of Education in three countries of the Arab World (Egypt, Oman and Saudi Arabia). The descriptive statistics of the data gathered confirmed almost all the qualities in the questionnaire.

The results of applying ANOVA indicated that there were statistically significant differences between the three groups in the perception of the qualities of the good language teacher. In order to recognize which group(s) caused the differences, Scheffe test was applied. The results of the test indicated that the Saudi group and the Omani group caused the statistically significant difference for the knowledge dimension. For the teaching skills dimension, the Saudi group with the Omani group and with the Egyptian group caused the statistically significant differences. As to the personality dimension, the Saudi group with the Omani group caused the statistically significant differences. The results of Scheffe test also indicated that there were not any statistically significant differences between the Egyptian group and the Omani group on the three dimensions.

These results mean that both the Saudi and Egyptian subjects perceived the same qualities of the good language teacher on the knowledge dimension, and personality dimension, whereas both groups perceived the teaching skills differently. Further, the difference between the Saudi subjects and the Omani subjects was clear on the three dimensions, whereas it disappeared between the Egyptian subjects and the Omani subjects on the three dimensions composing the qualities of the good language teachers. These results mean that both the Saudi students and the Omani students perceived the qualities of the good language teacher differently, whereas the Egyptian students and the Omani students perceived them similarly.

The results of the study also indicated that there were statistically significant differences in the perception of the qualities between the male subjects and the female subjects in the three countries. The female subjects caused these differences. This might mean

that the female students participated in the study had different views as to the qualities that describe the good language teacher. These findings, however, cannot be generalized to all the prospective teachers of English in the Arab World for two reasons. First, the subjects of the sample were not selected randomly. Second, there were not enough male subjects from Egypt and no female subjects at all from Saudi Arabia. In the light of these findings, two recommendations for further research are given. These are (1) the replication of this study on a large sample of males and females from different universities of Arab countries, and (2) the use of instruments that elicit more realistic qualitative data such as vignette-based elicitation tools and structured or semi-structured interviews. These further studies may yield a valid and realistic inventory of the qualities of the good language teacher in the Arab World. The inventory may be used to inform teacher selection processes, to guide the design and delivery of quality teacher education programs, and to improve the teaching process itself.

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Appendix (1)
A Questionnaire for Surveying
The qualities of the good language teacher as perceived by Egyptian, Saudi and Omani prospective teachers of English
Name (*Optional*)...........................
Male   (...)   Female (...)
Country: Egypt (...)   Saudi Arabia (...)   Oman(...)
Introduction
Identifying the qualities of a good language teacher is considered an important step for designing and implementing effective programs for teacher education. The aim of this questionnaire is to explore the views of the Egyptian, Saudi and Omani prospective teachers of English as to the qualities of a good language teacher. Thus, it includes 69 items representing different categories of qualities of a language teacher. You may perceive that some of these items are most important qualities, others are important; still others are moderately important, whereas some of them may not be important or necessary.
Please, go through the items of the questionnaire and indicate how important the following qualities are for a language teacher by circling the relevant number on the scale:

Most important   = 4   Important   3 =
Moderately Important   = 2   Unimportant   1=

	The language teacher should	4	3	2	1
1	Be creative in teaching	4	3	2	1
2	Have high level of English proficiency	4	3	2	1
3	Be aware of English language culture	4	3	2	1
4	Use different methods of teaching	4	3	2	1
5	Be tolerant with students	4	3	2	1
6	Be enthusiastic (i.e. enjoys teaching)	4	3	2	1
7	Modify language input to match learner needs and interests	4	3	2	1
8	Know social and cultural background of the learners	4	3	2	1
9	Be aware of current teaching techniques	4	3	2	1
10	Know how to set objectives	4	3	2	1
11	Know how to evaluate their pupils	4	3	2	1
12	Know how to involve pupils in activities	4	3	2	1
13	Encourage learner's contributions	4	3	2	1
14	Have a good command of English	4	3	2	1
15	Be patient with pupils	4	3	2	1

Most important	= 4	Important	3 =
Moderately Important	= 2	Unimportant	1 =

	The language teacher should	4	3	2	1
16	Have good sense of humor	4	3	2	1
17	Know how to motivate learners.	4	3	2	1
18	Know how to give feedback	4	3	2	1
19	Have classroom management skills	4	3	2	1
20	Be aware of current trends in ELT.	4	3	2	1
21	Be helpful	4	3	2	1
22	Have organizational and grouping skills	4	3	2	1
23	Be aware of the culture of the target language	4	3	2	1
24	Know how to specify their teaching objectives	4	3	2	1
25	Make use of resources available	4	3	2	1
26	Be able to plan appropriate lessons	4	3	2	1
27	Can comment on pupils' responses	4	3	2	1
28	Use audiovisual aids/ multimedia in teaching	4	3	2	1
29	Have a good rapport with pupils	4	3	2	1
30	Know about their learners	4	3	2	1
31	Can assess the strengths and weaknesses of the learners	4	3	2	1
32	Take into consideration the students' needs and interests	4	3	2	1
33	Can motivate their learners	4	3	2	1
34	Can select appropriate supplementary materials	4	3	2	1
35	Be enthusiastic about teaching and learning	4	3	2	1
36	Be able to present language in different ways	4	3	2	1
37	Be kind	4	3	2	1
38	Love all the students	4	3	2	1
39	Speak loudly and writes clearly	4	3	2	1
40	Care about all students	4	3	2	1
41	Treat students equally	4	3	2	1
42	Vary their method of teaching to suite all learners	4	3	2	1
43	Eager [enthusiastic], i.e. like teaching	4	3	2	1
44	Use different techniques for presenting language	4	3	2	1

	Most important	= 4	Important	3 =
	Moderately Important	= 2	Unimportant	1=

	The language teacher should	4	3	2	1
45	Explain in a good and confident way	4	3	2	1
46	Be prepared for class	4	3	2	1
47	Manages the classroom properly	4	3	2	1
48	Have positive attitudes towards pupils	4	3	2	1
49	Create humorous & interesting atmosphere in class	4	3	2	1
50	Have an acceptable appearance	4	3	2	1
51	Use teacher's voice and his writing is readable	4	3	2	1
52	Come to class on time	4	3	2	1
53	Be patient	4	3	2	1
54	Be creative and use a variety of teaching techniques	4	3	2	1
55	Use the latest technology in teaching	4	3	2	1
56	Always take care of students	4	3	2	1
57	Co-operate with their colleagues	4	3	2	1
58	Be confident and self-controlled	4	3	2	1
59	Establish good relationship with students	4	3	2	1
60	Should develop professionally	4	3	2	1
61	Be enthusiastic about teaching.	4	3	2	1
62	Have a positive attitude towards change and innovation	4	3	2	1
63	Be able to reflect upon their teaching	4	3	2	1
64	Be willing to participate in teacher professional growth events such as seminars, workshops, conferences, etc	4	3	2	1
65	Have the skills to develop autonomy in learners	4	3	2	1
66	Be able to contribute in curriculum development	4	3	2	1
67	Have the ability to help other colleagues to develop professionally.	4	3	2	1
68	Be able to solve practical problems through conducting action research	4	3	2	1
69	Have perception of professional development	4	3	2	1