

## **Teachers' Appearance and Proficiency in Relation to Students' Achievement Focusing on Iranian EFL Teachers and Students**

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**Abstract.** The purpose of the present study was to investigate the English language teachers' appearance and proficiency in relation to students' achievement, focusing on Iranian EFL teachers and students. To fulfill the objective, the first researcher administered the questionnaires of proficiency and appearance of teachers to 350 EFL students (mixed gender). Likewise, the EFL teachers who took part in this study were 53 (mixed gender). The data were collected and analyzed through SPSS

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software version 22. The results showed that the students thought of proficiency as the most important feature of a teacher compared to his or her appearance. Evaluating the students' final scores at the end of the semester showed that the students of the teachers with the highest mean of appearance had better final grades compared to those with the lowest mean. Thus, it can be said that appearance can affect the achievement of students in a positive way. The findings can be beneficial for English language teachers, institutes, colleges, universities, and the educational system.

**Keywords:** Appearance, Proficiency, Students' achievement, EFL teachers

## 1. Introduction

Our social interactions are influenced in no small degree by our interpersonal features and other characteristics, including our physical appearance, gender, attitudes, or other traits. Learning a second or foreign language as these interpersonal features and characteristics influence social action. The process of teaching and learning conveys a variety of elements that shape and affect the process and the results. Among these elements, the teacher as the central and affecting one needs to be evaluated and analyzed considering different aspects. There is a question of what features or characteristics are necessary for teachers to have the best teaching and learning outcome; this question has been a matter of extensive debate. Two glittering characteristics or aspects of a teacher that can affect the students and teaching and learning process and outcome are appearance and proficiency.

The students can see a teacher as both an object and an entity. The entity is reflected in the physical object, and it influences the object. The appearance of the teacher thus can affect the students' perception of the teacher. Appearance can be seen and analyzed from evolutionary, psychological, and sociocultural perspectives. Different theories related to physical appearances such as Friedrich Wilhelm Nietzsche theory of beauty and appearance, Theory Based on Body Built and Strength by Ernst Kretschmer(1921), Somatotype theory by William Herbert Sheldon (1940), Lombroso's theory of crime born criminal by Cesare Lombroso(1876), Interaction Appearance Theory by Albada, Knapp, and

Theune, (2002) show that the perceived appearance of a person can shape and affect the self and others. The teacher, as a human being, also goes with this stream. A related theory, Gibson's theory of object perception (1979) asserted that people's faces and appearances could perceive our social interaction and related information.

According to the Merriam-Webster dictionary (2017), appearance is the quality or aggregate of qualities in a person or thing that gives pleasure to the senses or pleasurably exalts the mind or spirit. In this study, appearance refers precisely to the goodness of physical appearance. Dion, Karen, Berscheid, and Walster (1972) theorized that attractive individuals were happy and more satisfied with their lives than unattractive people. They applied an attractiveness stereotype. Cialdini (1988) also mentioned that people automatically assign such favorable traits to good-looking individuals as talent, kindness, honesty, and intelligence. Furthermore, we make these judgments without being aware that physical attractiveness plays a role in the process.

Dion et al. (1972) mentioned that when asked to evaluate an attractive other, individuals assert that more interesting people are happier and more satisfied. It is not the same for less attractive individuals. Benson, Karabenic, and Lerner (1976) explained that other experiments have demonstrated that attractive people are more likely to obtain help when in need. Beauty is beneficial as Sigall and Ostrove (1975) proposed that attractive criminals are faced with more desirable treatment when they are in the legal system. This is what Wells (1907) introduced as the Halo Effect. Wells (1907) is credited as the first one who identified the halo effect. The halo effect is supported by research done by Edward Thorndike (1920), who suggests that people tend to judge others in blanket ways as either positive or negative. Thorndike (1920) coined the term and defined it. He (1920) explained the halo effect as a marked tendency to think of a person in general as either right or somewhat inferior and to color the judgments of the qualities by their general feeling, which Yorozuya and Oller (1980) investigated that. They (1980) would prefer to define it as a tendency for judges to assign similar scores across the various scales. This judging can be biased, which can be called a halo effect. Myford and Wolfe (2004) propose six approaches to mini-

mize it. Concerning the rating process, they (2004) proposed that the halo effect should be considered in the process of ratings, and raters should be careful about that, as the halo effect can affect our judgments about others' qualities.

As can be seen, appearance is an affecting factor for a teacher as a person who has a crucial role in the process of teaching and learning. His/her face, body, clothing, gestures, or even accessories used by him/her can affect the students and, thus, their achievement and the social interactions of the teacher in the education environment.

On the other hand, variable proficiency is of great importance for a teacher, which can affect both students and their achievement. Proficiency can cover a variety of arts, sciences, and knowledge of a teacher. In the present study, as the focus is on EFL teachers, proficiency is necessarily the language proficiency and skill, accurately reading, writing, listening, and speaking. The matter of proficiency, specifically in the English language's four primary skills, is always important and vital for teachers of the English language. English language teachers must have a suitable level of proficiency in these four skills to teach the students and be their model and provide the students with the essential input; thus, the students can produce suitable output in the pragmatics level as desired by the educational system. Thus, practical teaching and effective teachers deal with teacher proficiency to a great extent. A wide variety of elements such as contexts of teaching, teaching, and learning needs affect the issue of an English teacher proficiency in these four skills. Kamhi- Stein, and Mahboob (2005, as cited in Eslami and Fatahi, 2008) considered teachers' target language proficiency and their beliefs about language learning as two critical factors. These two factors are essential as they can clarify teachers' classroom teaching practices. A teacher's language competence is the most crucial feature for a language teacher; because it can show the foundation of the professional confidence of nonnative teachers. This proficiency (language proficiency) can create language competence that is rated as the most critical and essential characteristic of a good teacher (Lange, 1990, as cited in Eslami and Fatahi, 2008).

According to what mentioned above about the importance of teacher



appearance and proficiency for students and their achievement in the training and pedagogy as one of the most crucial parts of human social interactions, to achieve the aim of this study, the following objectives have been formulated: The first objective is that if these two features, appearance, and proficiency, are essential for the EFL students. In other words, are these two features as affecting, as mentioned by the theories mentioned above in the real world and for students. The second one is how the students define the importance of appearance and proficiency, which is essential. The third objective of this study is to understand the influence of teacher appearance and proficiency on the EFL students' achievement: having which of these two features for a teacher can provide the students with a more suitable learning outcome.

## 2. Literature Review

Some studies tried to investigate the issues of proficiency and appearance of a teacher in teaching and learning and other aspects of different concepts. The followings are several studies that tired these cases. Dion et al. (1972) showed that individuals, when asked to evaluate an attractive other, asserted that more attractive people were happier and more satisfied with their lives than less attractive individuals. In this case, they applied attractiveness stereotype. Their study results showed that participants perceived more interesting subjects with more socially desirable personality characteristics than either averagely interesting or unattractive subjects. They mentioned that beautiful people generally would lead to happier lives and marriages, and they are successful. Dion et al. (1972) showed that attractive people have better job positions than unattractive individuals. Efran (1974) showed that people in courts were more lenient when attractive sentencing individuals than unattractive ones; however, they committed the same crime. According to this result, it can be said that people with a high level of attractiveness are more likely to have successful futures just because of similar favorable traits.

Kaplan (1978) mentioned that attractive people are rated more highly in different qualities or characteristics such as creativity, intelligence, and sensitivity than unattractive ones. Dermer and Thiel (1975) found

that jealousy of an attractive person has a slight influence on evaluating that person. They (1975) mentioned that this is more prevalent among females than males. Kanazawa and Kovarb (2004) proposed four assumptions and mentioned that if these four assumptions were attractive or beautiful, people are more intelligent. Their four assumptions are as follows:

- a) more intelligent men can achieve a higher position,
- b) these men can have beautiful women,
- c) intelligence is heritable,
- d) beauty is heritable.

Professionalism includes various areas of teaching. The absence or the lack of professionalism in teaching and especially for teachers, will result in a teacher's removal from the job. According to Grossman, Reynolds, Ringstaff, and Sykes (1985), teachers' perceptions, understandings, and beliefs show that these understandings and beliefs have considerable influence on their instructional practices; also, students' achievement is dependent on them to a great extent.

Kamhi-Stein and Mahboob (2005, as cited in Eslami and Fatahi, 2008) considered teachers' target language proficiency and their beliefs about language learning as two crucial factors. Lange (1990, as cited in Eslami and Fatahi, 2008) mentioned that a teacher's language proficiency could create language competence that is rated as the most critical and essential characteristic of a good teacher. Palmer and Peterson (2016) showed that there were explicit biases in perceptions of respondents' political knowledge. In other words, attractive individuals were viewed as more knowledgeable by interviewers. More attractive individuals were also seen as more persuasive; they seemed to have more political information.

Slepian, Ferber, Gold, and Rutchick (2015) mentioned that wearing more formal clothing was associated with higher action identification and greater category inclusiveness. Using formal clothing induced greater inclusiveness and enhanced a global processing advantage. Clothing formality and its relation to abstract processing were mediated by felt power. Dean (2014) mentioned that physically attractive people are

assumed to have more pleasing personalities and better social skills than less exciting people. Peterson and Palmer (2013) mentioned that physical attractiveness is an important social factor which affects one's daily interactions, and even one's worldview. Vakili, Hajaghajani, Rashidy-Pour, and Ghorbani (2011) showed that academic capability is one of the most crucial factors influencing teacher evaluation outcomes. Teaching methods and teacher personality can increase student motivation for learning. Babai Shishavan and Sadeghi(2009) showed that teachers perceived an excellent teacher's features while the students gave more weight to the characteristics of teachers concerning students. Eslami and Fatahi (2008) indicated that teachers' perceived efficacy was positively correlated with self-reported English proficiency. They showed the more efficacious the teachers felt, the more inclined they were to use communicative-based strategies. Kramer (2007) showed that the candidate's appearance affects the process of deciding a great extent. It can be said that physical attractiveness affects the hiring process. Chaiken (1979) showed that attractive (vs. unattractive) communicators induced motivation in verbal and behavioral measures. Females had higher agreement than males. Besides, physically attractive and unattractive communicators differed regarding communication skills. Thus, it can be concluded that attractive individuals may be more persuasive than unattractive persons and, thus, be more effective communicators.

### 3. Research Questions

- Considering the teachers' appearance and proficiency, which of these two is the most important for them?
- Can the high proficiency of a teacher offset a poor appearance?
- Can the teachers' beautiful appearance offset their lack of proficiency?
- Which of the features of a teacher, proficiency, and appearance can affect the achievement of students of the English language in a positive way?

## 4. Method

### 4.1 Research design

The present study follows a similar quantitative design, which includes three main parts to fulfill the research objective. There was no intervention in the study. The first part was the pilot study of 50 students, which will be explained in the procedure and data analysis section. The second part was distributing the questionnaire of proficiency and appearance among students and collecting their results to find the students' point of view about their teachers' appearance and proficiency. As the questionnaires were self-made, their reliability and validity needed to be checked. The third part was evaluating students' achievement based on their final marks in the classroom environment (students of the five mentioned teachers in the previous part).

### 4.2 Participants of the study

The participants were students of English at the upper intermediate or advanced levels in order to be able to evaluate their teachers' proficiency and appearance. They include 81 males and 138 females selected from different language institutes of "Karaj," a city near the capital Tehran, Iran. The students as participants of this study were the only possible students of all Karaj city institutes who agreed to participate in this study. The teacher participants of the study were 53 English teachers, 26 male teachers, and 27 female teachers. They were the teachers from different English language institutes and colleges of the Karaj city. They were also the only teachers who accepted to be a part of the study. They did not take part in the study directly; they were the aim of the assessment by the students. The participants of the classroom environment examination to evaluate students' achievement were five teachers (two males, three females and were from 53 mentioned teachers) whose students' (were among the 219 participants of former part) final grades were compared based on teachers' total points of each questionnaire. These teachers were the ones who agreed to provide the researchers with the results of their students. These five teachers had the following criteria: they were in the same institute, they passed the same entrance exams and interviews (as required by the institute), had nearly the same profi-

ciency level (according to the results provided by the institutes), their exam used for their students were all pre-designed by the institute. Their students were at the same level of proficiency according to the results provided by the institutes. Moreover, they used the Communicative Language Teaching method according to the institute guidelines. Permission was taken from the authorities of each institute.

### 4.3 Instrumentation

As mentioned before, the researchers used self-made questionnaires in this study. The reliability of these questionnaires was checked through a pilot study. Their details and Cronbach's Alphas appear in Table 1. Their validity was checked by the expert panel. The general questionnaire was a questionnaire about the students' demographic information, including their name, sex, level of English, teachers' names, and years of studying English. It contains five questions. The questionnaire of appearance is a Likert-type questionnaire with ten questions about the teacher's appearance from the most negative idea to the most positive idea. The questionnaire of proficiency includes 27 Likert type questions about four language skills (reading, writing, listening, and speaking) of a teacher.

**Table 1:** Reliability of questionnaires

Questionnaire	Number of Questions	Type of Questionnaire	Cronbach's Alphas
General Questionnaire	5	Demographic questions (Available in Appendix A)	-----
Questionnaire of Appearance	10	Likert type (Available in Appendix B)	•/•27
Questionnaire of Proficiency	27	Likert type (Available in Appendix C)	•/948

#### 4.4 Data collection

This study was comparative-quantitative. The data for this study, thus, were collected through the quantitative method. In the first step, the questionnaires were distributed among the students, and their answers were collected. These questionnaires provided the data on students' opinions about their teachers' proficiency and appearance. The second part of the data was collected from the students' final marks (the students of the five mentioned teachers in the "participants"). These data were analyzed using SPSS software version 22.

#### 4.5 Procedure and data analysis

This study was based on three separate evaluations. The first one was the pilot study. This pilot study was done with 50 students (male and female, upper-intermediate and advanced levels, the participants of the pilot study were chosen from two institutes of Karaj city who accepted to cooperate for the pilot study, one institute provided 20 students, 11 females and nine males and the other institute provided 30 students, 17 females and 13 males). The results of this part provided a suitable base to perform the study with a more significant population. The second evaluation was the analysis of the results of the questionnaires answered by the students regarding their teachers' appearance and proficiency. The third evaluation was the analysis of the final marks of the students of the five mentioned teachers to assess the students' achievement regarding the proficiency and appearance of their teachers. The results of these analyses will be reported in the result section. Permission was taken from the authorities of each institute.

### 5. Results

The following Table (2) represents data of students' answers to the questionnaires of the appearance and proficiency of their teachers.

Table 2 is descriptive statistics of students' responses to the questionnaires about their teachers' appearance and proficiency.

In Table 2, students' answers have been considered totally for all teachers and students. The valid number of students was 219, and there was no missing.

**Table 2:** Descriptive statistics of students' answers to the questionnaires about their teachers' appearance and proficiency

		Appearance	Gender	Proficiency
N	Valid	219	219	219
	Missing	0	0	0
	Mean	37.82	30.45	114.29
	Median	38.00	32.00	118.00
	Mode	38	33	135
	Std. Deviation	5.792	7.847	21.361
	Variance	33.542	61.570	456.281
	Range	49	48	135
	Minimum	0	0	0
	Maximum	49	48	135
Percentiles	25	35.00	27.00	106.00
	50	38.00	32.00	118.00
	75	42.00	35.00	130.00

The mean of 37.82, median of 38.00, mode of 38, and variance 33.542 for appearance, and the mean of 114.29, the median of 118.00, mode of 135, and variance of 456.281 for proficiency show that students paid more attention to their teachers' proficiency and appearance, respectively. The range would be between 0-49 for appearance and 0-135 for proficiency.

### 5.1 Relationship between learners' perceptions of teachers' proficiency and appearance

Correlation of data is collected from questionnaires of appearance and proficiency to find any relationship between these two factors. The Pearson correlation with the amount of 0.369 showed a significant relationship between proficiency and appearance as the P-value is  $< 0.05$ . Pearson Correlation amount shows that although this amount is significant but not robust, there is a positive relationship between the teachers' appearance and proficiency.

### 5.2 Evaluation of students' achievement concerning their teachers' appearance and proficiency

To evaluate students' achievement about their teachers' appearance and proficiency, five teachers (the teachers from 53 teachers who were the only teachers of the same institute who accepted to cooperate in this part of the study) and their students provided the data. The final marks of their students (final exam at the end of the semester) were compared

to understand which of appearance or proficiency results in students' better achievement.

**Table 3:** Descriptive statistics of students' answers to the questionnaires about their teachers' appearance and proficiency for five teachers

		Teacher 1 (male)		Teacher 2 (male)		Teacher 3 (female)		Teacher 4 (female)		Teacher 5 (female)	
		a	p	a	p	a	p	a	p	a	p
N	Valid	7	7	3	3	4	4	7	7	7	7
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		37.4	114.	34.	80.67	39.2	90.00	31.1	99.57	39.1	117.
Median		3	57	33		5		4		4	57
Mode		38.0	125.	34.	107.0	38.5	98.50	37.0	107.0	41.0	120.
Std. Deviation		0	00	00	0	0		0	0	0	00
Variance		40	85 <sup>a</sup>	33 <sup>a</sup>	0 <sup>a</sup>	36	41 <sup>a</sup>	38	0 <sup>a</sup>	41	120
Range		4.39	21.3	1.5	71.24	3.94	35.03	13.9	45.30	4.74	12.0
Minimum		2	06	28	8	8	3	57	6	1	12
Maximum		19.2	453.	2.3	5076.	15.5	1227.	194.	2052.	22.4	144.
		86	952	33	333	83	333	810	619	76	286
		13	50	3	135	8	81	39	134	13	38
		31	85	33	0	36	41	0	0	34	97
		44	135	36	135	44	122	39	134	47	135
	2	34.0	86.0	33.	.00	36.0	53.50	32.0	104.0	34.0	108.
	5	0	0	00		0		0	0	0	00
	5	38.0	125.	34.	107.0	38.5	98.50	37.0	107.0	41.0	120.
	0	0	00	00	0	0		0	0	0	00
	7	40.0	133.	.	.	43.2	118.0	38.0	124.0	41.0	123.
	5	0	00			5	0	0	0	0	00



The final exams of these classes were standard tests validated by the institutes' scientific board (declared and proved by the institute manager). These five teachers' classes were selected due to the following conditions: they were in the same institute, have all the requirements for teaching in that institute, their students were at the same level, classes were mixed-gender with fixed books and materials, and they used standard exams.

Table 3 is about the students' answers to the questionnaires about their teachers' appearance and proficiency of five teachers. In this Table, "a" stands for appearance, and "p" stands for proficiency. The results show that teacher 4 (female) has the lowest mean of appearance (31.14), teacher 3 (female) has the highest mean of appearance (39.2), teacher 5 (female) has the highest mean of proficiency, and teacher 2(male) has the lowest mean of proficiency (80.67).

According to Table 4, the highest mean of students' grades in the final exam (92.50) belongs to teacher 3 (female) who has the highest mean in appearance (39.2) while the mean of students' grades in the final exam (67.33) of teacher 5(female) who has the highest mean in proficiency (117.5) is one of the lowest means. The result shows that although the students think proficiency is the teachers' essential feature, the teachers' appearance can positively affect the students' achievement.

**Table 4:** Statistics of students' final mark

Teacher 1(male)	N	Valid	7
		Missing	0
	Mean		82.00
	Variance		109.667
	Range		31
	Minimum		65
	Maximum		96
Teacher 2(male)	N	Valid	2
		Missing	1
	Mean		60.00
	Variance		200.000
	Range		20
	Minimum		50
	Maximum		70
Teacher 3(female)	N	Valid	4
		Missing	0
	Mean		92.50
	Variance		11.000
	Range		8
	Minimum		88
	Maximum		96
Teacher 4(female)	N	Valid	5
		Missing	1
	Mean		80.60
	Variance		53.800
	Range		20
	Minimum		70
	Maximum		90
Teacher 5(female)	N	Valid	6
		Missing	0
	Mean		67.33
	Variance		162.667
	Range		30
	Minimum		50
	Maximum		80

## 6. Discussion

In order to respond to the first question of this study “Considering appearance and proficiency of a teacher, which of these two is the most important one for the students?” it can be said that due to the quantitative data analysis, proficiency with the mean “114.29%” was the first most crucial factor for all students. Appearance with the means of “37.82%” was the second important factor for the students. In order to answer the second and third questions of the study “Can a high proficiency of a teacher offset a poor appearance? “and” Can the teachers’ beautiful appearance offset their lack of proficiency?” it can be said that According to the quantitative part of the study “Proficiency” was the most crucial feature of a teacher for students. To answer the fourth question of the study “Which of the features of a teacher, proficiency and appearance, can affect the achievement of students of English language in a positive way?” it can be concluded that the highest mean of students’ grades in the final exam (92.50) belonged to teacher 3 (female) who had the highest grade in appearance while the mean of students’ grades in the final exam (67.33) of teacher 5(female) who had the highest grade in proficiency is one of the lowest means. According to these results, it can be concluded that the most critical feature of a teacher that can affect the achievement of the students in a positive way is the appearance of a teacher.

A review of related literature showed that not many studies tried to evaluate such an issue, but some studies tried to assess one of these features one by one. A study by Buddin and Zamarro (2008) showed that the teacher’s different characteristics could affect students’ achievement. This result was in line with the results of this study that showed that a teacher’s appearance could affect the students’ achievement positively. The results of the present study are also in line with the study by Bakar (2018), who showed that a teacher’s professionalism could affect the students’ achievement. The study showed that excellent professionalism and his/her competency could affect the students’ achievement in a positive way.

Considering the proficiency and students’ achievement also, there is

a study by Shah (2012), which is in line with the present paper. This study declared that the physical appearance of a teacher could affect the students' learning environment.

Considering these studies and other studies, it can be said that the significance and importance of the present study are that the mentioned studies just evaluate one of these features and not these features together. This study tried to compare these two affecting features of teachers at the same tie in a real situation, which was the classroom environment and students' final marks, which can be the presenter of their achievement.

Proficiency has always been an essential issue in teaching and learning, and most educational systems departments and boards pay more attention to this feature of a teacher, especially considering the classical educational system.

Always, those teachers with higher grades of proficiency exams and documents and courses, especially from well-known universities and institutes, are hired and even get paid more. As the world grows and the knowledge grows, the students, as a part of this growth, become familiar with new concepts and expectations. The educational system cannot stay in its place. As can be seen in the present study, though the population of achievement evaluation was small due to limitations, the students of the teacher with better appearance showed a better achievement comparing to the students of the teacher with better proficiency. This result showed that proficiency is not the only important factor and feature of a teacher. Other characteristics of teachers, such as appearance, can be affecting the educational system. The present study showed that there are hidden aspects in each regular cycle that can be effective. With this in mind, other aspects such as teacher's voice, use of perfume, body shape, and clothing can be investigated, and the results found can be used in the educational system to improve this system and students' output and efficiency.

It should be noted that professional teachers are not only those with high proficiency but also are those with a wide range of abilities, knowledge, capacity, and characteristics. These results can be useful for teachers of English language, institutes, colleges, universities, and finally, the

educational system. Far from the bias, the educational system can benefit from the results of the present study to provide new guidelines for hiring teachers of the English language, paying attention to different aspects of the teacher as the center of teaching and learning. Institutes, colleges, and universities can benefit from the present research results, such as the educational system. English language teachers can also follow the results of this study to change their minds and not just follow the fixed rules. They can pay more attention to their characteristics and features as teachers and role models for the students.

## **7. Conclusion**

According to the results and discussion, it can be concluded that not only the scientific knowledge of a teacher, especially an English language teacher in the form of proficiency, is essential but also other features and aspects of the teacher can be affecting the student's improvement. Appearance is one of these features that this study showed its actual effect on students' achievement comparing it to proficiency. According to the results of data of this study about students' opinion about proficiency, it can be said that this is the traditional mind, built for the students, which guides them to think of the proficiency as the vital feature of a teacher while in reality they are affected by their teachers' appearance. It is recommended to face the students, teachers, and the educational system with a new world and era.

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## Appendices

### Appendix A: General Questionnaire

The purpose of this study is to examine the students' belief on teacher's appearance and proficiency. This questionnaire asks about your personal beliefs about the above issues. The questionnaire includes 3 parts. They are Likert-type questions. Your responses will be anonymous and will never be linked to you personally. It will be used for academic purposes. Thank you very much for your cooperation.

### Demographic Information

Name: .....

- a. What is your gender?            Male             Female
- b. How old are you?.....
- c. Your university Degree:  
       Lower than BA         BA         MA         PhD
- d. Your English level of proficiency is.  
       Elementary     pre-intermediate     intermedi ate   
       upper-intermediate         advanced
- e. Please write the name of your present English teacher:  
       Mr.....  
       Ms.....





**9. I think if the teacher is handsome or beautiful it might affect learning effectively.**

strongly disagree       disagree       neutral   
 agree       strongly agree

**10. Please rank your teacher's features from the most to the least appealing.**

Clothes      Voice      Face      Physical Appearance

First: .....

Second: .....

Third: .....

Fourth: .....

**Appendix C: Proficiency**

**Name:** .....

**1. My teacher's speaking is...**

one of the worst       below average       average   
 above average       one of the best

**2. My teacher's fluency in English speaking is...**

one of the worst       below average       average   
 above average       one of the best

**3. My teacher's English pronunciation is...**

one of the worst       below average       average   
 above average       one of the best

**4. My teacher's English intonation is...**

one of the worst       below average       average   
 above average       one of the best

**5. My teacher's English accent is...**

one of the worst       below average       average   
 above average       one of the best

- 6. My teacher's communication in a piece of English speaking is...**  
one of the worst       below average       average   
above average       one of the best
- 7. My teacher's use of right words to convey what he/she wants to say in a piece of speaking is...**  
one of the worst       below average       average   
above average       one of the best
- 8. My teacher's use of English as the language of instruction in English class is...**  
one of the worst       below average       average   
above average       one of the best
- 9. My teacher's level of proficiency in teaching vocabularies (definitions, synonyms, antonyms, etc.) in a piece of speaking is...**  
one of the worst       below average       average   
above average       one of the best
- 10. My teacher's understanding of spoken English is...**  
one of the worst       below average       average   
above average       one of the best
- 11. My teacher's listening of English news (for example, CNN) and/or English films without subtitles is...**  
one of the worst       below average       average   
above average       one of the best
- 12. My teacher's understanding of a piece of English listening is...**  
one of the worst       below average       average   
above average       one of the best
- 13. My teacher's understanding of English morphology in a piece of listening is ...**  
one of the worst       below average       average   
above average       one of the best
- 14. My teacher's understanding of each word, sentence, and expression in a piece of English listening is...**  
one of the worst       below average       average   
above average       one of the best

- 15. My teacher's understanding of English vocabularies and idiomatic expressions in a piece of listening is...**  
one of the worst       below average       average   
above average       one of the best
- 16. My teacher's communication in a piece of English writing is...**  
one of the worst       below average       average   
above average       one of the best
- 17. My teacher's level of proficiency in teaching vocabularies (definitions, synonyms, antonyms, etc.) in a piece of writing is...**  
one of the worst       below average       average   
above average       one of the best
- 18. My teacher's use of right words to convey what he/she wants to say in a piece of writing is...**  
one of the worst       below average       average   
above average       one of the best
- 19. My teacher's reading of English news (for example, CNN) and/or English films without subtitles is...**  
one of the worst       below average       average   
above average       one of the best
- 20. My teacher's understanding of English morphology in a piece of reading is ...**  
one of the worst       below average       average   
above average       one of the best
- 21. My teacher's understanding of English vocabularies and idiomatic expressions in a piece of reading is...**  
one of the worst       below average       average   
above average       one of the best
- 22. My teacher's understanding of unknown words in English context is...**  
one of the worst       below average       average   
above average       one of the best

**23. My teacher's level of proficiency with English vocabulary****is...**

one of the worst                       below average                       average   
above average                       one of the best

**24. My teacher's understanding of English grammar rules is...**

one of the worst                       below average                       average   
above average                       one of the best

**25. My teacher's way of teaching grammar rules is...**

one of the worst                       below average                       average   
above average                       one of the best

**26. My teacher's explanation of grammatical errors produced by students is...**

one of the worst                       below average                       average   
above average                       one of the best

**27. My teacher's correction of grammatical errors produced by students is...**

one of the worst                       below average                       average   
above average                       one of the best