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Research Article

Teaching That Inspires: A Phenomenological Study on the Impact of Exceptional English Teachers

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Abstract

This phenomenological study explored the lived experiences of college students with their most admired English teachers, aiming to uncover the qualities that characterize outstanding English language instruction and its influence on student learning. Employing a qualitative research design rooted in the phenomenological approach, the study gathered insights into how students engaged intellectually and emotionally with teachers they regarded as exemplary. The analysis revealed themes such as lasting impressions of English classes, integration of life lessons into academic content, and the pivotal role of inspiring and motivational teaching. Students highlighted specific teacher traits, including a strong passion for teaching, the ability to foster a positive classroom environment, and the use of motivational strategies. They also shared how these educators deepened their appreciation for the English language through themes like emphasizing the relevance of language in daily life, developing real-world communicative competence, and nurturing a genuine interest in language learning. Furthermore, the findings indicated that effective teachers offer meaningful guidance, support, and classroom management to facilitate productive communication and discussion. The study underscores the importance of teachers being able to assess, support, and inspire students to maximize the benefits of each language learning opportunity. Since English language learning encompasses listening, speaking, reading, and writing, learners are encouraged to fully engage with these interconnected skills to master language concepts essential to everyday human interaction.

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Introduction

Teachers play a very crucial role in everyone's life. They have a great impact on one's life as after parents they are significant role models. Teachers are responsible for the educational process. The educational system cannot be run without facilitators and teachers (Rao & Kumar, 2004). Every teacher has unique teaching styles and philosophies but only a few characteristics of a teacher make them a good teacher in the eyes of students. Due to advancements in technology, the way of teaching has changed globally; some teachers adapted it very smartly while some are in chaos. A teacher reveals the past, shows the present, and builds the future of a student. Teachers have the utmost potential to impact children's education. Good and effective teaching is needed to promote a healthy teaching environment. Teaching effectiveness is a term that describes a teacher who has different characteristics, competencies, and performances at all instructive levels that enable students to reach preferred outcomes (Hunt, 2009).

Teaching requires competence and essential educational skills to understand that all students have individual differences, different learning styles, different ways of adapting, and possess various personality types. Teachers with good effectiveness usually give value to their teaching styles, value teaching quality, follow the best teaching practices, and enhance students' learning. According to research, a quality teacher and teaching quality is the most essential part of student learning (Liu, 2016). Due to teachers' great impact on students, this profession is highly complex, and it is crucial to understand the complexity of the profession. Students' perspective on the quality of a good teacher is very important to know, what characteristics they believe are important for

teachers to possess, and how we can improve the educational system. During the hiring process, it is considered that teachers should have strong teaching skills (e.g., establishing a positive classroom climate) and subject matter knowledge (Ingle et al., 2011). Good teachers are competent and experienced. They reflect on their practice and experiences which make them great teachers and ideal candidates in the educational system (Bernard, 2015). Students want their teacher to be helpful, give personal attention, deal with the student's problems, treat students fairly, and show respect to everyone's beliefs (Ida, 2017).

In global setting, a study revealed that good teaching is one which is adaptable, creative, student-centered, relevant, adaptable, and challenging. Chang-Kredl and Colannino (2017) highlighted in their findings that the most effective educators were discovered to possess a profound understanding of their field of expertise and the ability to effectively convey this knowledge. This concept is rooted wayback in the work of Feldman (1976) who posited that best teachers are those who can stimulate the academic interest of the learners and have mastered their field of specialization. On the other hand, good teachers are mentors, create personal relationships with their students, are enthusiastic, respect their students, and are experts in their subject (Ruzgar, 2021). Similarly, in an article, Kratz (1896) drawn descriptions of the best teacher from the point of view of those in elementary grades up to the higher grades. As described by the learners, it tuned out that the best teacher is associated with their physical appearance, manner of dressing, and their manner of interacting with the learners. Subsequently, the findings of Liando (2010)

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indicated that instructors who exhibited stronger personal attitudes were rated more favorably than those who emphasized academic aspects. Emphasizing friendliness and kindness was prioritized over enhancing the course's level of interest or assigning excessive amounts of homework. Moreover, Azer (2005) asserted that exceptional educators act as exemplary figures, exert a profound impact on students' professional aspirations, and empower them to achieve their full capabilities.

With the assumption that teaching efficacy is based on knowledge, conduct, abilities, and experiences, teacher behavior was link to student performance. The cognitive theory of Bandura, which stresses the intellectual progress of students and believes the formation of meaning to be crucial, was used to develop ability characteristics (McBer, 2012). Good teachers are goal achievers. Goals were set by them or pre-made for them, and they were tied to student learning. Teachers' abilities to set meaningful goals, create a positive classroom climate and identify student behaviors that are favorable to teaching and learning were all rated as successful. Since students' results are quantifiable, this process-product approach is continuous. Teacher procedures, on the other hand, are not quantifiable. These realizations sparked the cognitive movement, in which Bandura improved the ability perspectives by incorporating teacher knowledge into teacher effectiveness. As stated by Saafin (2005), certain teacher attitudes and attributes, such as respect for students, deep topic knowledge, and strong presenting abilities, motivate and instruct students. Borich (2000) confirms that good organizing abilities and well-structured presentations help teachers to be more effective. Moreno (2009) emphasized that effective teachers have the skills to motivate students to

reach their fullest potential in learning through their professional and personal skills. As reported by Singh et al., (2013) knowledge of the subject, enthusiasm, and communication skills are the most admirable features of a good teacher. There was no disparity of viewpoints based on cultural background, gender or disciplines like medicine and dentistry. Walker (2008) stated twelve major qualities of a good teacher. These traits are prepared, positive, holds high expectations, creative, fair, displays a personal touch, cultivates a sense of belongingness and compassion, has a sense of humor, respects students, forgives and accepts mistakes.

This research aims to fill this gap by elucidating the personal narratives of students, which could lead to a more holistic understanding of effective English language teaching. It is significant as it provides insights that could influence teacher training programs, curriculum development, and educational policies by highlighting aspects of teaching that resonate most with students. Understanding student perceptions can lead educators to foster qualities that are most appreciated and effective, potentially enhancing student engagement and learning outcomes. Furthermore, by identifying specific characteristics of highly regarded English teachers, this study contributes to the broader discourse on teaching excellence in language education.

Research Questions

This phenomenological inquiry be used to unveil the experiences of the college students with regards to the qualities of the best English teacher and how their interaction affects their learning and appreciation of the language. Specifically, it sought to answer to the following research questions:

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1. How do students describe their experiences with the teacher they consider the best English teacher they have ever had?
2. How do students describe the qualities of the best English teacher, and how does it affect their learning experience?
3. In what ways do students believe the best English teacher has influenced their appreciation, understanding, and use of the English language?

Theoretical Lens

The study was viewed from Mishra and Koehler's (2006) TPACK framework which focuses on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK). According to this framework, there are technological tools that can be adapted by educators to facilitate the learners to have a full grasp of the content and demonstrate mastery of the subject competencies. In support to this, Diamah et al. (2022) pointed out that effective application of TPACK in the classroom created meaningful learning for the students. This framework can be used as reference in putting meaning to the shared experiences of the

students based on the quality of learning that they experienced from their esteemed English teacher. The way the students described how their teachers presented the content and honed their skills can be anchored to this framework. In support to this, a number of literatures showed that seamless instruction includes the application of technological tools, pedagogical techniques and mastery of the content (Miranda & Wahyudin, 2023; Setiyadi, 2020; Tursunovich, 2022).

Another model that was used as anchor in this study is Biggs' 3P model (2011) which stands for Presage-Process-Product model that provides a powerful means of understanding relations between students' perceptions of the teaching and learning environment, learning strategies, and learning outcomes. Based on the theory, changes on these variables in the environment of the learners would most likely influence the quality of the learning outcomes or the product of the educational process. Rajaram (2021) pointed out the necessity of providing the learners with venues that are essential for learning. With this experience, the students may foster a strong belief on the capacity of their teachers to facilitate their learning.

Methodology

This study utilized a qualitative research design. According to Creswell and Creswell (2017), qualitative research is conducted when a researcher seeks a comprehensive and complete understanding of a problem or issue that cannot be obtained via measurable data. Qualitative data is commonly characterized by its description, observation, interpretation, and recording. The utilization of descriptive language is employed to articulate and elucidate

the characteristics and attributes of the data (Lindgren et al., 2020).

More precisely, this investigation utilized phenomenology which focused on understanding how humans perceive events or phenomena. It involved studying the thoughts and experiences of participants in order to uncover the essence of their experiences (Creswell & Creswell, 2017; Speziale et al., 2011). Phenomenology is utilized when the

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desired result is to grasp the fundamental nature of the experience (Husserl, 2014). According to van Manen (2017), it is a method for comprehending the mystery of life with intricate precision.

The participants of the study were the 14 college students where the data were gathered through their responses. They were purposively selected based on the inclusion criteria: (a) a bonafide college student for SY 2023-2024; (b) recorded regular attendance in English class; and (c) consistent in complying the required tasks.

This study involved a total of seven participants for the in-depth interview (IDI) and seven for the focus group discussions (FGD). The number of participants is sufficient with reference to Creswell (2017) that qualitative research can produce a substantial amount of data gathered from a minimum of five to a maximum of 25 interviewees.

The data were analyzed using Braun and Clarke (2023)'s thematic analysis method to discover and extract themes. Each individual unit underwent separate analysis, and thereafter be combined based on the emergent themes. Thematic analysis started from reading the transcripts to familiarize the data obtained from the interview. Second, the essential and recurrent codes and patterns in the data were highlighted. Third, the data were labelled by sectioning them

and assigning them into their respective categories and turning the codes into themes. Fourth, the relevance and usefulness of data for the study were checked and insignificant information discarded to create potential themes. Finally, the final listing of the themes, and figuring out if these themes helped in understanding the data.

This research endeavor adhered to the guidelines recommended by Lincoln and Guba (as cited in Stahl and King, 2020) on ensuring the trustworthiness of a study through establishing its credibility, transferability, dependability, and confirmability of the research work. Credibility was established by employing iterative questioning strategies. This allowed the participants to rationalize and structure their response, resulting in the creation of more evident and pertinent facts. In addition, member checking was utilized. In order to ensure the transferability of the findings in this study, we provided comprehensive justifications supported by pertinent literature. Therefore, we included the process logs, raw data, and data analysis in the appendix section. In addition, we ensured reliability in this inquiry by employing triangulation of the analysts. Finally, to ensure confirmability, we presented the study proceedings within the framework of both theoretical and methodological background.

Results and Discussion

Experiences with the Teacher the Students Consider the Best English Teacher

Presented in Table 1 explores the characteristics of a best English teacher according to the experiences of the students. The results yielded three themes: enduring impressions towards

language class, connecting life lessons to academic content, and a motivational and inspirational learning facilitator.

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Enduring Impressions towards Language Class

A relevant theme in the dataset is the enduring impression towards language class. The participants shared their memorable learning experiences during their English classes that engaged them such as dramatization, debate, and similar sessions. When individuals can establish a connection between the assigned duties and their personal experiences, they are likely to become more engaged and invested. Learning is enhanced through connection, and students achieve optimal learning outcomes when they have the opportunity to learn alongside individuals who provide a supportive and inclusive learning environment, encouraging a sense of belonging rather than intimidation. As what Le Blanc and Shelton (1997) mentioned appropriate curriculum materials, competent and dedicated teachers when discussing the importance of motivating students to learn in relation to the working conditions that are necessary for effective teaching and learning to occur. Liando (2010) posited that the provision of feedback is an effective form of establishing connection with the students. In addition, this act was found to be appreciated by the students since this led to gains in the learning process.

Connecting Life Lessons to Academic Content

A prevalent perspective of the participants towards their experiences in English classes is about relating the life lessons that can be applied in a real-life situation which emphasize that incorporating learner engagement into the teaching-learning process is considered a crucial element of modern curriculum, as it offers learners real-life experiences. This enables the students to establish connections with various language learning activities, particularly those involving verbal communication. At the root of

Walton and Cohen (2007) revealed in their findings that the sense of belongingness in the learning environment had a substantial positive impact on the student's engagement.

Subsequently, the participants shared how the standards of teaching brought about lasting impressions in the subject. Such standards include the need to use the English language in communicating during the class. Added to that was the observed readiness of their English teachers during teaching-learning interactions. With their teachers' standards in mind, the participants became mindful and exerted efforts to learn. This supported the Biggs' (2011) 3P model where students were driven to learn because they find their teachers' methods as effective, which in turn, reinforce the learning outcomes. On the same note, Rajaram et al. (2021) claimed that the students' belief on their teachers, in this case the standards used by their teachers, is influential in facilitating their learning. Moreover, the finding is in cognizance with that of McBer (2012) that the way teachers handle the class facilitates meaningful, and lasting learning experiences.

an effective teacher is a deep understanding and knowledge of subject matter. Stronge (2018) proposed this to be a basic prerequisite to effective teaching. He argued that high quality teachers must have a strong foundation in the concepts, principles, methodology, and generalizations within their subject matter. He also stated that high quality teachers are continuously striving to stay current on their subject matter and are deepening their understanding in order to determine pedagogical

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thinking and decision making. Lamer et al. (2015) pointed out that effective teachers utilized instructional strategies and materials that connects academic contents to practical, real-world situations.

Facilitating learning experiences that hit the soft spots of the students is another means of connecting lessons to real-life situation. Students become more adept with the content when they

are engaged in personal reflections that established connections between the content of the lessons and practicality in their personal life. This is in cognizance with the assertion of Ida (2017) that students appreciate teachers who provided them personal and due attention. Further, Bernard (2015) pointed out that students consider their teachers as competent when they are being led to reflective experiences.

A Motivational and Inspirational Learning Facilitator

A notable experience shared by the participants which relates to how teachers motivate and inspire their students to exert more effort in everything that they do. The participants mentioned different qualities that their teacher has that makes them motivated in their studies. This approach can be applied to the value that students place on their learning experiences with their English teachers. The level of proficiency of the learners in conveying their ideas through speaking the language or through their written work cannot be definitively measured as a sign of low performance or lack of English proficiency. In addition, teachers of second language could be a good example for students to improve their speaking ability in the target language. Gardner (2006) ascertained that teachers' personalities can certainly affect the attitudes and motivation of students. Student motivation and teachers' behaviors were indeed related to each other. Students and teachers were two important figures in the teaching and learning process. Despite the efforts of promoting a student-centered approach, the practice was clearly showing that teacher still held more dominant role as far as teaching English was concerned. That the teaching and learning activities were still relying heavily on

teachers was not entirely the teachers' fault because, in this case, cultural background played its important role in shaping such conditions (Panggabean, 2015). Therefore, when such question was put forward, we could not deny that teacher's behaviors were very much influential to students' motivation in studying, positively or negatively.

In the same way, it surfaced from the interviews that the participants were inspired to achieve. Such inspiration is rooted from the idea that they see their teachers as their role model. Students seek to emulate the characteristics of the teachers that they consider as role models. Importantly, the participants shared that their teachers provided them with varied learning opportunities. The passion of the students to learn is ignited by the inspiration that they experienced from their teachers. This parallels to what Azer (2005) pointed out that students perceived the qualities of a good teacher as someone who inspires them to perform better in school. On the other hand, students have positive regard for teachers who stimulate and encourage them by harnessing their innate interests and passions (Gottfried et al., 2001).

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Table 1. Cluster of sentiments of the Students towards Experiences with their English Teachers

Essential Theme	Core Ideas	Sample Transcript
Enduring Impressions towards Language Class	Memorable Learning Experience	<ul style="list-style-type: none"> □ The memorable experience during the class discussion is a form of dramatization (<i>IDI Participant 3: Male</i>) □ The most memorable experience was during the debate which enhances critical thinking skills (<i>FGD_P1: Female</i>) □ One memorable experience in the classroom was during communication session (<i>FGD_P4: Male</i>) □ A lot of memorable moments but the unforgettable one was during the open forum (<i>IDI P2: Male</i>).
	Lasting impressions on the standards of teaching	<ul style="list-style-type: none"> □ I think that what made her stand out is that she's very like discriminative, like its so hard to, you know, to approach her because she prohibits everyone to use any other languages beside English so that, the pressure on us to learn even more (<i>FGD_P5: Male</i>) □ For me, the thing about you that really I stood out is your communication ability, like when you enter the classroom, all activities are ready. Although the lessons are complex, yet you simplify them and also I like your motherly personality. (<i>FGD_P3: Female</i>)
Connecting Life Lessons to Academic Content	Learning the lessons as integral part of life	<ul style="list-style-type: none"> □ Teachers did not teach about English but also the life lesson which may apply in the future. (<i>IDI_P7</i>) □ Conducting role plays and sharing of real-life experiences. (<i>IDI_P1: Male</i>) □ The skills shared by the teachers give the students a lifelong lesson. (<i>FGD_P3: Female</i>)

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	Hitting the soft spots of students	<ul style="list-style-type: none"> <input type="checkbox"/> I think the time that you let us pick what is really inside our hearts, and what are our experiences, what are our hidden secrets back then when we're still in grade 12 what are our struggles, you like gave us a chance to speak up about how we feel that time (<i>FGD_P6: Female</i>) <input type="checkbox"/> Her teaching style, is that once we never understand she explains for some specific ah language; she teach us in a another way like in activity doing activities or some visualization using tv presentation or like videos like. (<i>FGD_P2: Male</i>) <input type="checkbox"/> We can learn life-long learning and learning about being blind, that ma'am if you can still remember and you offered a prize and every time you conduct an activity, it's equivalent to learning life lessons, ma'am. (<i>FGD_P3: Female</i>)
A Motivational and Inspirational Learning Facilitator	Bringing out the best from students	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers considered as good motivator to the students. (<i>IDI_P1: Male</i>) <input type="checkbox"/> She saw qualities in us that others did not, she pushed us out of our comfort zones to be the best that we could be. (<i>IDI_P5: Male</i>) <input type="checkbox"/> In learning creative writing, she used a style to catch up us to expand and make better our work.
	Inspiring learners to achieve	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers act as a role model to follow and give inspiration to the students. (<i>IDI_P7: Male</i>) <input type="checkbox"/> Create more opportunities for a creative expression through writing and others forms of communication (<i>IDI_P3: Male</i>) <input type="checkbox"/> Teachers considered as remarkable and passionate in teaching the students. (<i>FGD_P1: Female</i>)

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Qualities of the Best English Teacher and Its Impact to the Students

Presented in Table 2 explores the qualities of a best English teacher and its impact on the students. The results yielded three themes:

Passion for Teaching

A prominent sentiment expressed by the participants is about the word “Passion for teaching” in which they usually observed from their mentors. As what the participants emphasized that the best quality that the teachers should have, is teaching students with a heart. If a teacher has this kind of characteristic, they are more likely to invest time and effort to teach their students. Academically, the idea is crucial for comprehending the necessity of extensive and continuous intervention at each stage of education to attain the desired academic progress of the students (Mason, 2008). Moreover, Caza and Brower (2015) that passionate teachers were perceived by their students as inspiring exemplars. Good teaching is probable to occur at schools if teachers accept responsibility for students’ achievement (Porter, 1989). One has to pay specific attention to results of teaching acts in discussing the nature good teaching for it only occurs when students

passion for teaching, class facilitator with motivational teaching approaches, and promotes positive learning environment.

are learning (Fenstermacher & Richardson, 2005)

In the light of the experienced passionate way of teaching, the participants came up with a similar notion that their teachers taught them in an inspiring way. This gave them not only a head start but a support throughout their journey towards achieving their goals. This finding is in cognizance with what Kratz (1896) emphasized that one of the qualities of the best teacher is gauged in the way they interact their students. This interaction is expected to make them perform better. Additionally, when students feel their teachers’ passion in teaching, it inspires them to perform at their highest potential. Good teaching is teaching that helps students to learn. It promotes active engagement with the subject matter, motivation to learn, desire to understand, independence, confidence and sustained effort Carpenter and Tait (2001).

Class Facilitator with Motivational Teaching Approaches

Upon closer examination of the data, it becomes apparent that teachers serve as class facilitators with having motivational teaching approaches. Specifically, it surfaced from the sharing of experiences that the students find their teachers as good motivators that foster learning. The students felt motivated since they felt their teachers intention to help them improve their content knowledge. Not only that, they also felt their teachers’ motivation for them to grow as

better person through the facilitation of a conducive learning environment. This parallels to the assertion of Hattie (2009) that when students see their teachers as motivator for their learning, they respond positively as evident in their achievement. In support, it is well-established that teacher quality is a significant factor in influencing students’ learning and achievement (Goldhaber, 2016). Indeed, teacher education programs are

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continually under pressure to improve the quality of teaching in changing, global contexts (Husbands, 2016).

Aside from being a motivator, it also surfaced in the shared experiences of the participants that their teachers are effective facilitators of learning. They were seen as guiding light that inspired them to target excellence in their academics. Moreover, they felt their teachers' effectiveness in providing them with extra support. The finding parallels to that of Kim (2017) which emphasized that Teachers who support students in learning can positively impact long-term success in their lives. In support, Liando (2010) argued that teachers who provided more personalized learning were considered by the students as exemplary teachers as compared to those who focused on the content of the lessons only.

In terms of professional characteristics of teachers, Nicoll and Harrison (2003) have stated

Promotes Positive Learning Environment

A salient theme in the dataset is promoting positive learning environment. Specifically, it highlighted the students' experienced scaffolding in achieving the target proficiency level. This approach can be applied to value that students placed on their learning experiences with their English teachers. The intricacy of language production, such as composing an essay, stimulates the growth of a more sophisticated linguistic system. However, the rate of development differs among individual learners (Mazgutova & Kormos, 2015). The level of proficiency of the learners in conveying their ideas through speaking the language or through their written work cannot be definitively measured as a sign of low performance or lack

that in doing their job, good teachers are informed by how students learn, a concern for students' progress, a commitment to work with other teachers, a tendency to approach students fairly and reflection on their practice. Trigwell (2001) has also underlined the importance of reflection since he suggested that teachers should be willing to learn from their practice to make it better. In general, good teachers explain well while they teach, have firm control of the content as well as manage the classroom effectively (Kutnick & Jules, 1993). Azer (2005) also mentioned such good teacher characteristics as a commitment to work, appreciation of diversity in the classroom, motivating students to do better, demonstrating leadership, focusing on critical thinking, and encouraging teamwork. Finally, Reynolds et al. (2014) have identified aspects of good teaching processes that include time management, utilization of effective teaching practices, organization, and adapting lessons to the needs and expectations of learners.

of English proficiency. Moreover, Hattie and Timperley (2007) posited that one of the best qualities that students appreciate on their teachers is having a good learning environment that supported the enhancement of their skills. In addition, McEwan (2001) emphasized that good teachers are passionate and positive, moreover, research has suggested that good teachers care about their students. In addition to being caring, good teachers have humor in that they design the learning environment in a way that students learn while also having fun.

In the same stance, the positive learning environment was also felt as the participants shared that their teachers utilize innovative strategies. These innovative strategies may come

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in the form of activities that actively engage the learners. Collaboration tools are among the many technology-driven tools that learners considered as innovative. The finding on the positive learning environment being gauged with innovative teaching strategies is in line with Mishra and Koehler's (2006) TPACK framework. Basically, the framework posited the use of technological tools that allows the

learners to achieve mastery of the content and appreciate the learning environment. On a similar stance, Diamah et al. (2022) emphasized in their findings that the best teachers are those who can create a learning environment that provides meaningful experiences. Lastly, Saafin (2005) posited that the innovative abilities of the teachers in the conduct of their classes is one of the characteristics of an exemplary teacher.

Table 2. Cluster of sentiments towards Qualities of the Best English Teacher and Its Impact to the Students

Essential Theme	Core Ideas	Sample Transcript
Passion for Teaching	Teaching students with a heart	<ul style="list-style-type: none"> □ I believed teaching with a heart to love the work and its students, to build strong community with pure commitments. (<i>IDI_P1: Male</i>) □ Teachers are passionate towards their job despite the struggles they experienced. (<i>FGD_P7: Female</i>) □ ...the love for teaching us inspired me to exert more effort and love on what I'm doing (<i>IDI_P7: Male</i>)
	Inspiring way of teaching	<ul style="list-style-type: none"> □ The passion for teaching can inspire and motivate the students. (<i>FGD_P1: Female</i>) □ The teacher's passion in teaching may radiates to every learner and makes each individual become unstoppable in achieving their goals. (<i>IDI_P1: Male</i>) □ Although the lessons are complex, yet you simplify them and also I like your motherly personality. (<i>FG_P3: Female</i>)

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Class Facilitator with Motivational Teaching Approaches	Good motivator to foster the student's learning.	<input type="checkbox"/> Good motivator towards students. (<i>IDI_P1: Male</i>) <input type="checkbox"/> Teachers motivate the students to improve and grow as a better person. (<i>IDI_P4: Male</i>) <input type="checkbox"/> The teachers considered as a motivator to foster the student's learning environment. (<i>FGD_P5: Female</i>)
	Effective facilitator of learning	<input type="checkbox"/> Teachers considered as a guiding light in the classroom which motivates and inspires to gear towards excellence. (<i>IDI_P3: Male</i>) <input type="checkbox"/> Teachers provide extra support when needed to advocate the academic growth of the students. (<i>FGD_P4: Female</i>)
Promotes Positive Learning Environment	Scaffolding students' proficiency	<input type="checkbox"/> It helps to create a positive learning environment in the classroom by providing support, showing care, and focusing on building the confidence and proficiency of the students. (<i>IDI_P2: Male</i>) <input type="checkbox"/> It creates a positive learning setting since teachers before shows not just excellence in teaching but also patience and empathy for her students. (<i>IDI_P7: Male</i>)
	Utilizing innovate strategies	<input type="checkbox"/> To create a positive classroom environment for learning English is to apply being innovate inside the classroom. (<i>FGD_P3: Female</i>) <input type="checkbox"/> The positive classroom environment that the teachers should enhance is the communication. (<i>IDI_P5: Male</i>)

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Ways on How Students Believe the Best English Teacher has Influenced their Appreciation, Understanding, and Use of the English Language

Presented in Table 3 explores the ways on how the perception of students of a best English teacher influence their appreciation, understanding, and usage of the English language. The results yielded three themes:

teaches the importance and contribution of language to life, molding the competence for application in real-life experiences, and motivates to appreciate the language.

Teaches the Importance and Contributions of Language to Life

It emerged from the interviews and discussions that their best teachers taught them the importance and contributions of language in life. This in fact, stimulated their interest in learning English. Their interest in learning rooted from the experienced constructive feedbacks, the felt dedication from their teachers, and the way their teachers ignited their desire to learn. Lightbown and Spada (2020) highlighted in their findings that one of the essential roles of the teachers is to equip the students with knowledge and skills that promotes continuous learning throughout one's life. In addition, effective teachers are those who facilitated the students to use the language in expressing thoughts, emotions, and concepts, which served as a tool for comprehending the world (Golombek, 2015). Subsequently, it surfaced from the shared experiences that their teachers facilitated deeper understanding of the lesson through practical

applications. Content knowledge is enhanced when teachers allow their learners how these concepts are applied in practical setting. It was shared that their teachers made them use the language through speaking and writing; providing feedbacks on the technical aspect. These characteristics as pointed out by the students highlight the competence of the teachers. Arnon & Reichel, (2007) emphasized that best teachers demonstrate mastery of the content and can effectively transfer this knowledge in both conceptual and practical means to the students. In support, Adendorff et al. (2012) presented in their findings that exemplary teachers facilitated the in-depth understanding of the content and how these topics can be utilized in practical ways.

Molding the Competence for Application in Real Life Experiences

A relevant theme in the dataset is molding the competence for application in real life experiences. Specifically, the participants revealed that their competence in English is largely attributed by their teachers' comprehensive approach in teaching. This implies that the learners experienced being molded to integrate content knowledge with

essential skills. This is evident in the students shared experiences emphasizing that they learned how to construct grammatically correct communications. Incorporating learner engagement into the teaching-learning process is considered a crucial element of modern curriculum, as it offers learners real-life experiences. This enables the pupils to establish

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connections with various language learning activities, particularly those involving verbal communication. When individuals can establish a connection between the assigned duties and their personal experiences, they are likely to become more engaged and invested. Jonassen (2000) emphasized the critical role of teachers in facilitating the cultivation of critical thinking and problem-solving abilities which are essential for effectively addressing real-world difficulties. Educators promote the growth of analytical thinking and creative problem-solving skills by making use of the learning content in application to real life experiences. Further, Reynolds et al. (2014) have identified aspects of good teaching processes that include time management, utilization of effective teaching practices, organization, and adapting lessons to the needs and expectations of learners.

Motivates to Appreciate the Language

It emerged from the shared experiences of the participants that their best teachers motivated them to appreciate the language. This process involved the provision of venues for language appreciation. It has to be acknowledged that teachers are not lecturers but facilitators of learning. The participants shared that their teachers helped them master the required competencies in the subject. Moreover, they were provided with encouragement and support to become confident in demonstrating their English language skills. It is important to consider the effectiveness of facilitation of a smooth transition to acquiring a second language through motivating the students to appreciate the language. Moreno (2009) emphasized that effective teachers have the skills to motivate students to reach their fullest potential in learning through their professional and personal skills. As reported by Singh et al., (2013)

In addition, the participants shared that their competence is credited to the dedication of their teachers. The participants appreciated the fact that their teachers paved way for their in-depth understanding of the content. Moreover, teaching was not seen as routinary but a means of providing guidance and mentorship. Ultimately, teachers' dedication makes the learners value their teachers and the lessons that they learned from them. This parallels to the findings of Ruzgar (2021) that exemplary teachers are not just experts in their fields but importantly, they serve as mentors to their learners. In support, teachers possess characteristics that are not only geared towards the achievement of subject proficiency level but also facilitators that scaffolds the students to reach their envisioned outcomes in education.

knowledge of the subject, enthusiasm, and communication skills are the most admirable features of a good teacher.

Lastly, the participants' appreciation of the language is augmented with their teachers who modeled the effective use of the language. When teachers model the appropriate and effective use of the language, the students' improvement in the using the language will eventually improve as they try to emulate their teachers. This parallels to what Walker (2008) emphasized that exemplary teachers facilitate effective modeling and display personal touch in transferring the knowledge and skills so that the students can meet the set expectations. Tomlinson (2001) emphasized that effective teachers acknowledge and commemorate the unique abilities and passions of students in the process of acquiring language skills. Through the provision of

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individualized guidance and assistance, the students can appreciate the language with ease. Ryan and Deci (2000) highlighted the important

role of teachers that triggers the students' intrinsic desire to learn and appreciate learning.

Table 3. Ways on How Students Believe the Best English Teacher has Influenced their Appreciation, Understanding, and Use of the English Language

Essential Themes	Core Ideas	Sample Transcript
Teaches the Importance and Contributions of Language to Life	Stimulating interest in English	<ul style="list-style-type: none"> □ Positive feedbacks are given and also become constructive in learning. (<i>IDI_P2: Male</i>) □ Teacher's dedication, expertise, and personalizes guidance have significantly contributed to my understanding of the English language. (<i>IDID_P3: Male</i>) □ She help me to understand English language in a way that involved the use of visualization that way I am m interested on her in on her teaching in English (<i>FGD_P2: Male</i>)
	Facilitating practical applications	<ul style="list-style-type: none"> □ Giving examples is the best concept of learning the language effectively and efficiently, in application of speaking and writing to emphasize technicalities. (<i>IDI_P1: Male</i>) □ Following the fundamentals and being technical in writing English pieces, she helped me to be more creative in writing literary pieces. (<i>IDI_P7: Male</i>)

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Molding the Competence for Application in Real Life Experiences	Comprehensive approach in Teaching	<ul style="list-style-type: none"> <input type="checkbox"/> Applying all the learnings that I gained in structuring emails concisely. (FGD_P1: Female) <input type="checkbox"/> Applied all the learnings specifically in the grammar aspect. (FGD_P3: Female) <input type="checkbox"/> their encouragement and support fostered a sense of confidence in my abilities empowering me to take risks and express myself creativity in English and as well as creative and their creative assignments challenge me to think outside the box and explore new ways of expressing myself in English (FGD_P4: Female)
	Demonstrating dedication in teaching	<ul style="list-style-type: none"> <input type="checkbox"/> In my experience, ma'am, before giving a lesson, there were activities related to the lessons. Initially, we found it challenging, but that was the way to understand the lesson more easily. You're not strict with us, ma'am, and aside from English lessons, you also give life lessons that we carry with us until now (FGD_P3: Female) <input type="checkbox"/> It would give an invaluable opportunity to continue growing learning and thriving their expert guidance and mentorship. (FGD_P4: Female)

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Motivates to Appreciate the Language	Provision of venues for language appreciation	<ul style="list-style-type: none"> <input type="checkbox"/> A good English teacher can help students master competencies such as grammar, vocabulary, pronunciation, reading comprehension, writing skills and critical thinking skills. (<i>IDI_P6: Male</i>) <input type="checkbox"/> Teachers encourage critical reading, guiding students to identify nuances in language, tone, and context. (<i>IDI_P7: Male</i>) <input type="checkbox"/> Their encouragement and support gave me the confidence to experiment with language take risk and express myself creatively fostering a deeper understanding and appreciation of English language. (<i>FGD_P4: Female</i>)
	Modeling the effective use of the language	<ul style="list-style-type: none"> <input type="checkbox"/> By advising and showing interest on how do you improve day by day. (<i>IDI_P4: Male</i>) <input type="checkbox"/> A good teacher can assist students improve their language proficiency and broaden their appreciation of the English language by offering insightful advice, encouragement, and ability. (<i>IDI_P6: Male</i>) <input type="checkbox"/> Helping the students to understand more about the English language introducing the different classification of terms and words. (<i>IDI_P7: Male</i>) <input type="checkbox"/> I wanted to prove to her that I was not the same before and I have learned lot from her (<i>FGD_P5: Male</i>)

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Conclusion

The study used a qualitative, phenomenological method by which to gain a greater understanding of the lived experiences of students with regards to the English teachers that they considered as the best teacher they ever had. At this stage in the research, the students' voices refer to the shared experiences relative to their learning experiences with the teacher with whom they considered as the best in the field. The identified themes such as enduring impressions towards language class, connecting to life lessons and applications to academic content, managed by a motivational and inspiring learning facilitator, passion for teaching, class facilitator with motivational teaching approaches, promotes positive learning environment, teaches the importance and contributions of language to life, molding the competence for application in real life experiences, motivates to appreciate the language.

Implications

On the experiences with their English teachers, the findings are indicative that their teachers provided them with a venue to appreciate the language through the use of strategies that naturally inspire them. This includes their teacher's ability to facilitate a lasting and worthwhile experiences in learning the language.

On the other hand, the findings suggest that the students appreciated teachers who are passionate, those who utilized motivational strategies, and those who promote positive

As the concluding statement of this study, the teachers are the facilitators of learning activities. They provide guidance, help and supervision to enhance smooth flow of interaction and discussion. The familiarity with their subject area will prepare them to create and provide captivating opportunities and atmosphere for learners. In this era of information explosion, it is significant that students learn to think and reason independently; and the language teachers equip with the knowledge of the theories will create appropriate methods to teach the language lessons effectively. Furthermore, teachers should know how to assess, treat and encourage learners to gain comprehensively from each language learning experience. English language learning is planned on the bases of the skills of listening, speaking, reading and writing. As a result of the unique characteristics of language in every human endeavor, learners must try all they could to master the concepts being taught.

learning environment. This is indicative on the significant impact of the teachers' choice of learning strategies in the conduct of their classes.

Finally, effective teachers have influenced them to learn English naturally. This is true inspiring them to make use of the language in application to real-life experiences. With this, learning the language is not by force, but it comes naturally from the nurturing scaffolding of their teachers.

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Recommendations

To maintain the teachers' effectiveness in the performance of their teaching functions, the findings suggest that teachers be exposed to more faculty development training in both

content and mindful learning strategies. The diversity of the learners keeps on expanding and teachers have to ensure that their strategies still fit with the needs of the learners

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