

The Ideal English as a Second Language (ESL) Teacher: From the Second Language (L2) Learners' Perspective

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This study investigates the qualities of an English as a Second Language (ESL) teacher from the L2 learners' perspective. The ESL teacher has a significant role in the ESL classroom in Sri Lanka due to the lack of opportunities for the majority of L2 learners to acquire the L2. School is the first place for most of the L2 learners to begin their L2 learning in Sri Lanka. This study was conducted among 30 Sri Lankan public university students by using the mixed method. There were non-English major students among the participants and participation was voluntary. The questionnaire data were analyzed by using SPSS statistical software and group discussion data were analyzed by categorizing. The results of the questionnaire survey indicated that L2 learners highly expect the competent ESL teachers with a good command of English, training, ability of motivating the students and good personal qualities. Further, through the discussion data it was highlighted that the majority of the learners had lost their motivation due to the role of the ESL teacher at school. More importantly, these learners were motivated to start their L2 learning later due to an inspiring ESL teacher either in a tuition class or in an institute. In fact, the findings suggest that the role of the ESL teacher in an L2 classroom is significant for the L2 motivation of the learners in Sri Lanka. These findings can be applied for development of the educational policies of the countries like Sri Lanka.

Keywords: ESL teacher, L2 learners, L2 motivation, classroom experiences, L2 motivational self-system