

Designing Research-Based Teacher-Appraisal Forms: A Case Of Effective EAP Lecturers in Swaziland

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Abstract

The main aim of this article is to introduce the steps followed in designing effective teacher-appraisal forms to be completed by the students, and teacher-self-reflection forms to be completed by the teachers. After explaining the steps and the reasons behind taking them, we will report on the findings of the study we have conducted following the same procedures to design the forms. The findings have identified the characteristics of effective EAP lecturers according to the 196 students who participated in the study. For EAP lecturers have also provided their input about the characteristics of effective EAP teachers. The collected data suggest the students seem not to differentiate between the competencies required for teaching and learning general English and EAP. The students considered communicative competence the most essential asset of their EAP lecturers. Accurate interpretation of the data emerging from the ratings is another issue addressed in this article. This can guide the teachers to make better decisions.

Keywords: Teacher-appraisal forms; teacher self-reflection; effective EAP lecturers; students' perceptions; student evaluation of teaching

Introduction

Many educational institutions in the world, regardless of the level and subject they are offering and the age of the students, use some instruments for assessing their teachers' performances. They use them to decide on their salary and promotion. Some also use them to provide teachers with feedback to help them maintain their effective qualities and improve those aspects of their teaching that may require re-examination. Besides, as Taylor and Tylor (2012: 79) explain the process of this evaluation can lead to the creation of "more opportunities for conversations with other teachers and administrators about effective practices", and even lead to the assessment of school effectiveness (Robinson and Campbell, 2010). Teacher assessment is "the evaluation of individual teachers to judge their performance and/or provide feedback to improve their performance" (OCED, 2013: 11) and looks at the past to hold teachers accountable for their actions and looks to the future to help teachers develop professionally.

Having a fair and robust system of evaluation of teachers can be vital to the success of the institution. In many cases for internal assessments, the type(s) of the instruments used and the

qualities to be assessed stem from the institution's policies, while many may consider the demands of the students. Despite its importance; however, the system is at times designed subjectively, is not well-researched and/or not based on the needs and the capacity of the context. As Darling Hammond et al (2012: 8) explain, the systems, "do little to help teachers improve or to support personnel decision making." In fact, in many educational institutions, only the authorities assign duties to teachers and determine what should be assessed and how this assessment should be done. They may not have an in-depth look at the capacities and demands of the stakeholders and the context (OECD, 2016). Among these instruments used for teacher-assessment is the student evaluation of teachers. Yet in many instances, the forms used for teacher-appraisal are not designed to perfection and offer little support. And that is what our study has tried to address: Designing an effective teacher-appraisal form to help with teacher evaluation.

Research has shown that the current study has been undertaken tries to consider the demands of the students as one of the means of their teachers' assessment, for which forms are distributed among the students. The present study has focused on creating a teacher-rating-appraisal form to be filled in by the students in this particular context and the focus is on EAP lecturers. Based on the findings, a teacher self-reflection and evaluation form focusing on the practice and pedagogic competence of EAP teachers has also been created. Using this form lecturers, reflect on their practice (Hyland, 2016).

The inspiration for conducting this study stemmed from our own needs and observations as EAP lecturers. It was also motivated by sensing the need for implementing more learner-centred approaches to teaching and learning. The involvement of students in this process, we believe, is particularly important in a country with an educational system that has just recently started to implement learner-centredness and is adopting more communicative approaches in language classes.

This article presents the steps we took while conducting the study that have led to designing the forms for both teachers and students and the key findings regarding the characteristics of desirable EAP lecturers emerging during the process.

English is a foreign language. EAP is a one-year core module offered at the foundation year and aims at helping students prepare for their upcoming education. The students need to have an IELTS score of 5.5 to enter university, and the majority have limited knowledge of academic English, in particular writing. Many of the students are not accustomed to writing long pieces even in their mother tongue, and very few have the experience of autonomous learning.

The content of the EAP course that the university offers is mainly what Hyland (2016: 18) refers to as English for general academic purposes (EGAP), which involves the teaching of "the skills, language forms and study activities" that are common among many disciplines and occasionally references have been made to the students' fields of study. And the purpose of teaching EAP at the university is "teaching English specifically to facilitate learners' study or research through the medium of English" (Hamp-Lyons, 2011: 89). All classes follow the same syllabus, and all students are assessed through a report they write on a mini-study that they conduct and an oral presentation about the same report. Teachers collectively decide on the content of the course.

Literature review

Teacher effectiveness

Teacher effectiveness is among the debatable topics, as the views about the characteristics of effective teachers are varied, and studies into the topic have led to different findings. Until

recently (and in many contexts, this is still the case), teacher effectiveness was assessed through the value-added model (VAM). VAM sees students reaching the desired outcome as the way to assess teachers' performance. The assessment is done by checking the achievements of the students in their exams. In this model, the better the marks of the majority of the students, the better the teacher is assumed to be, and the more consistently one teachers' students have higher marks, the more effective that teacher is. The validity of this model has been critiqued by many as different factors such as classroom size and what happens outside the class are not taken into account (Goe, Bell and Little 2008; Darling-Hammond, et al., 2012). In many modern models; however, the class climate is considered important; and consequently, the rapport between teachers and students has found its place. Therefore, in these models, the knowledge of the context is essential, as class climate to a large extent can depend on the culture and the context. Furthermore; some models propose that the subject being taught should also be considered; therefore, not all teachers should be assessed in the same manner. Campbell et al.'s (2004) "differentiated teacher effectiveness", argues that since contexts, situations and students differ, a teacher's effectiveness will not be the same with all students and in all situations and with all subject matters. Park & Lee (2006: 236) also agree that "Some characteristics of effective teachers are universal, but others are domain-specific."

To have a better insight into the concept of teacher effectiveness, "New approaches to teacher evaluation should take advantage of research on teacher effectiveness" (Darling-Hammond et al., 2012: 14). In these approaches, two aspects are to be considered: a link between theories of education and the practice of teaching, the capacities and demands of the stakeholders. (Korthagen Loughran, & Russell, 2006) And the latter needs to be researched and may vary in different contexts. At the same time, the findings of each study seem to contribute to a better understanding of teacher effectiveness and how to assess it.

All in all, modern effective teachers are assumed to know the subject they are teaching and beyond, be able to produce the intended results, which are reaching the aims established by the curriculum, and at the same time be capable of building the kind of classroom climate that can make both learning and teaching pleasant and successful.

Effective language teachers

Like every other teacher, effective language teachers need to know what they teach, consider socio-affective factors, and have pedagogic competence to manage their classroom effectively. They also need to have reasonable language proficiency depending on the level they teach. Knowing about the theories and methodology of language teaching are considered an additional asset. (Borg 2006) Griffiths (2019) believes that along with these characteristics, modern language teachers are considered effective only if they are:

- Reflective
- Autonomous
- Interculturally aware
- Sensitive to individual differences
- Conversant with the latest methodologies (including technology) and assessment.

These characteristics seem necessary for any teacher; however, due to the importance of establishing rapport in communicative language classes, they are likely to be more in demand for language teachers. The BALEAP (2008) Competency Framework has elaborated on the characteristics that effective EAP practitioners should possess and specialised knowledge of the language in academic contexts is among the many competencies put forth.

Student evaluation of teaching

Teacher effectiveness is then a relative term. Berk (2005) has identified 12 different instruments for assessing teachers' performance including, peer rating, self-evaluation, employer ratings and student evaluation of teaching. According to Otani, Joon Kim and Cho (2012) student evaluation of teaching in higher education dates back to about a hundred years ago. They argue that despite its influence, it still needs to be studied and improved. Borg (2018: 28) also believes, "One particular shortcoming in the use of SETs [student evaluation of teaching] relates to the design of the instruments." He criticises the unreliability of most and insists that for them to contribute to teacher evaluation, they should be well-designed. Hall (2011) argues that hearing the voices of all the stakeholders may provide better insights into L2 classrooms, and then can be one way for reaching a consensus about effective teaching. Knowing about these beliefs may help teachers better communicate with their students. This argument is in line with Brown's (2009) view that understanding how stakeholders perceive teacher effectiveness can be helpful, as beliefs can form practices. Berk (2005) also rightfully argues that data to assess teacher effectiveness should come from various sources, only one of which is student-rating of teaching. Despite all that a well-designed teacher-appraisal form can do, many institutions mainly use it as an instrument for summative assessment (Smith, 2008); therefore, conducting studies that demonstrate the significance of these forms is much needed, and we have based this study on these thoughts.

The significance of EAP teacher's self- evaluation and reflection

On a different note, Ding and Campion (2016: 577) emphasize the importance of reflexivity for EAP teachers. They believe that in order to be reflexive, teachers need to critically assess "the range of ideologies, theories, pedagogies and research that have shaped the teaching of EAP"; and to make this assessment, they need to understand and modify their values. This modification happens with having a more sociologically informed vision of education. A study conducted by Alexander (2010: 3) demonstrates that the most challenging aspect of EAP for the practitioners is understanding what EAP involves and how it is different from general ELT, understanding materials and student needs in the disciplines, making EAP relevant, authentic and engaging and understanding the cultural shifts students have to make in studying in a new environment. Encouraging reflective teaching can thus be a good way for the teachers to analyse their performance and make modifications if and where needed depending on the context and the individual needs of the students (Griffiths, 2019).

The importance of teachers exploring their own beliefs about what compromises effective teaching and learning and critically looking at their own practices has also been highlighted by many studies in different parts of the world, particularly in the late 20th and the 21st century. (Borg, 2003; Ding and Campion, 2016; Gjerde & Knighting Eppard, 2001; Fatemi, Shrivani and Rezvani, 2011; Gün, 2011; Korthagen, 2004; Rosenfeld & Rosenfeld, 2004; Yost, 2006). As Tsui (2003: 65) puts it, "Teachers' personal conceptions of teaching play a very important part in their teaching." The emphasis is on the importance of teachers' being reflective.

Larrivee (2008: 344) differentiates between different types of reflection: "pre-reflection, surface, pedagogical and critical." Critical reflection "involves examination of both personal and professional belief systems. Teachers who are critically reflective focus their attention both inwardly on their own practice and outwardly at the social conditions in which these practices are situated." Gün (2011: 126) also believes that reflection should lead to the "critical enquiry into the process of teaching practice" and help make changes in the classroom. She adds that to be

reflective, teachers should be coached. Teachers are encouraged to design portfolios, have discussions with their peers and supervisors, listen to their students' demands, and only then begin evaluating their performance in their classes. Therefore, Creating a well-designed form for the teachers to fill-in in their own time about their beliefs regarding what comprises effective teaching, their teaching practice and their vision for themselves, their students and what they teach can be a step to coach them to be more reflective. This form may assist the teachers in guiding themselves, their institutions, and their students towards creating a more effective teaching and learning environment. In our study, we have also designed a self-assessment form for the teachers, concentrating on their pedagogic competencies and plans.

The study

Different language-teacher-evaluation frameworks have been identified by different organisations, such as the British Council and Cambridge and in the case of EAP, the BALEAP. They are all effective and should be undoubtedly referred to; however, as was briefly explained in the previous sections, in educational settings each context has to be studied individually, as well. Accordingly, the tools that assist in assessing teachers need to be modified, because the needs of the students, their demands and the facilities and capacities available are not the same in different contexts. This idea is the thought behind conducting our study. As Barcelos and Kalaja (2003) explain, students' and teachers' beliefs are socially constructed; and therefore, are changeable. Our study is an example of how students' background affects their understanding of the performance of effective language teachers. We intended to have a better understanding of the students' perception of effective EAP teachers' performance and make teacher-appraisal forms that would address those demands. After all, this form aims at demonstrating the demands and understanding of the students in those areas that they are qualified to evaluate (Benton and Ryalls, 2016) and not anything else. To this end, and since at this stage, teachers' pedagogic competence was the priority, the self-reflection form designed for the teachers, too, mainly focused on their practice of teaching.

Our assumption here is that the democratic professionalism that has emerged in modern education provides teachers with more autonomy (Lynch, 2012) and to reach that autonomy, they need to have a better understanding of the demands of stakeholders, in our case students. The research is exploratory and interpretive as we were trying to explore the situation and the students' demands in our particular context. It was after we gained the insight that we could design the teacher-appraisal forms.

Research aims and questions

Since this study mainly aimed to design student-rating-teacher-appraisal forms for XX university that would be efficient and meaningful to the stakeholders, the research question addressed in this study was:

1. What are the students' perceptions of the characteristics of effective EAP teachers teaching at XX?

- an EAP teacher-appraisal form
- a teacher self-evaluation and reflection form
- a guidebook clarifying the points that were made by the students to accompany the student rating form.

Research method

Research design

A mixed-method approach was adopted to conduct the study. The design was sequential, and the quantitative section was mainly used to expand the findings that had emerged during the interviews. The steps taken are summarised in figure 1.

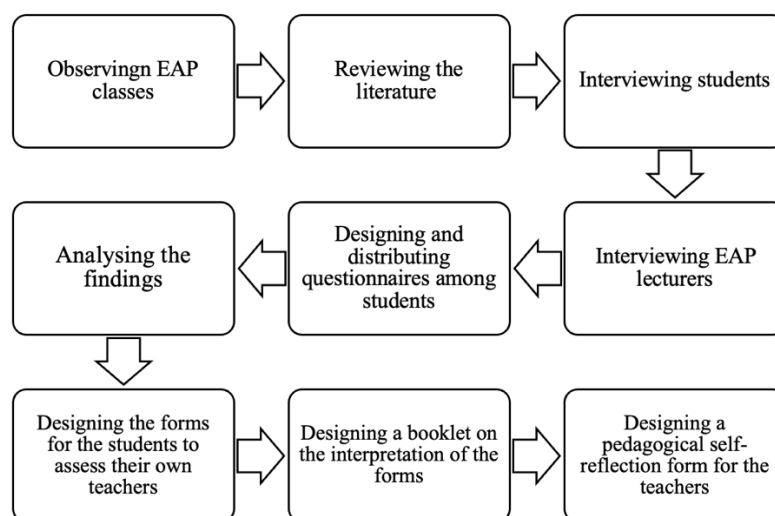


Figure 1. Research design

Instruments and population

Following the importance given to the students' beliefs and the novelty of the educational experience at the university for the majority of the students, semi-structured interviews were held. Those interviews helped us inductively gain an in-depth understanding of individual students' perceptions. In this phase, 14 students and four EAP lecturers were interviewed. The selection of the students was through convenience selection and then snowballing. The condition was that the male and female students interviewed had finished their first year (foundation) of study at the university and thus, had had the experience of studying EAP. The first few students were randomly selected with the help of a colleague in the Dean's office, who had access to the upper-level students. Then these students were asked to invite their friends to volunteer to be interviewed.

The questions were inspired and guided by our experience as EAP teachers and by reviewing the literature. The answers to the questions were analysed inductively and without any pre-assumptions. We continued the interviews until we noticed that we had exhausted all the possible answers.

Upon completing the interviews with the students, four colleagues teaching EAP were also invited to reflect on our questions concerning how they thought effective EAP lecturers should be teaching in the context of the university we were working at. Their answers were recorded, transcribed, coded, and analysed.

To better design the teacher-appraisal forms, we needed more data. After analysing the findings of the interviews, we designed a questionnaire for the students and distributed them seeking the beliefs of the students concerning effective EAP lecturers at XX. Although the questionnaire mainly consisted of close-ended questions, the respondents could add their thoughts and comments almost in all of the questions. The questionnaires were anonymous, and we were not asking the respondents to judge any particular teacher; therefore, we hoped they would express their honest opinions.

The questionnaire was piloted, and after item analysis, all the necessary changes were made. It was then distributed online, and students were invited to fill it in. It consisted of two sections and had 21 questions. Section one was on the general information about the students; while the next 18 questions in section two sought the opinion of the students about their perception of effective EAP teachers' knowledge and characteristics and tried to obtain an explicit understanding of what they exactly meant. The questions were mainly close-ended checklists and Likert-scale, but the option for adding more details for all of the questions existed. The key points included were the students' opinions about effective teachers:

- language proficiency and academic literacy including teachers' competence in the main language skills, cultural understanding, pronunciation and accent
- knowledge of the content (EAP-related competencies)
- computer literacy
- attributes such as friendliness, patience, sense of humour, confidence
- classroom management skills and pedagogic competence such as the ability to motivate, passion about teaching and feedback-giving
- Some EGAP-related competencies

196 students responded. The respondents all had passed at least one term of EAP at XX. They were mainly reflecting upon their perception of the characteristics of effective EAP teachers in general. An important point that was sought through the questionnaire was the clarification of the key terms. Accordingly, for each question asking the students' opinions about a quality that they believed EAP teachers should possess, another question followed, asking for the clarification of that term. Using this information, we made a guidebook for the lecturers that would define the most commonly used terms. The last two questions in the questionnaire were more general. The first enquired about how they thought they would learn the lessons better. The second asked how they thought they would teach if they, themselves, were teaching EAP. Both were checklists, and the students had the opportunity to select as many options as they wanted and could also add their own comments. Only in this section, some of the questions were inspired by EGAP competencies and were not necessarily based on what the students had demanded during the interviews. The data that emerged from the questionnaire shaped our ideas on the content of the forms we were planning to design. Table 1 summarises the information on the sample and instruments used.

Table 1. Research questions and sample size

Research Questions	Sample Type	Sample Size	Instrument	Data Analysis
1. What are the students' perceptions of the characteristics of effective EAP teachers teaching at XX?	Students who had finished year one	14	Semi-structured interviews	Qualitative
	Students who had studied at least one term of EAP	196	Questionnaire	Quantitative
2. What are the lecturers' perceptions of effective teaching practices of EAP at XX?	EAP lecturers	4	Semi-structured interviews	Qualitative

Results

Interview with the students.

All of the students believed EAP was about academic English and writing essays and reports based on research. 10 of them had some thoughts about the importance of learning how to provide strong arguments. Most likely, their thoughts had been formed by the content of their EAP classes at the university. Despite their thoughts about what EAP is about their comments on effective EAP lecturers were more about classroom climate. Teachers being kind and approachable, providing many examples, designing fun activities, being patient, and being friendly, but firm were among the points they made. None of the students mentioned anything about the teachers' need to be critical thinkers, researchers or material designers.

Answering the question about the students' perception of the knowledge of the EAP teachers, various comments emerged. For example, Akbar said that teachers should, "be fluent language (speakers) without grammar mistakes and know how to deliver information." Madina agreed and believed that teacher should be fluent and accurate. None directly touched upon their knowledge of EAP-related topics, but eight of them concentrated on the teachers' pedagogic competence.

All students had comments about teachers' behaviour and classroom management.

Khikmatullah : Discipline is needed but with some limits [so that it will] not spoil friendliness.

Andrey : Teachers should know how to control the behaviour of students, if [there is] too much misbehaviour, [the teacher] [should ask the students who misbehave] to leave the class not to distract others; ask them to follow ground rules, be silent, etc.

Nargiza : Students should be controlled by teachers, do this, do that! If you [the teacher] say[s], I don't care, so they [the students] will not do anything [useful].

Madina : Knowing names [of the students] is important – if [the teacher] does not know names, it feels that a teacher does not care about students, just comes, teachers and goes away! Shakhnoza agreed and added that the teacher should approach them.

Akbar believed that smiling was a manifestation of friendliness and believed being supportive was also crucial, and the type of friendliness of the teacher was "different from the kind of friendship you have with your classmate." The tone the teachers used and their choice of sentences and words mattered to him. He believed the teachers should avoid "You should/must do" and use "Let's do" instead.

We translate the demanded characteristics as their demand for the teachers' credibility more than anything else.

Questionnaire for the students

196 students filled in the questionnaire. All the measures for piloting and analysis were taken. SPSS was utilized for analysing the findings. Tables 2 and 3 illustrate some of the perceptions of XX students of the characteristics of effective EAP teachers.

Table 2. Students' views of the main characteristics of effective EAP lecturers

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Friendliness	85 (43%)	81(41%)	19 (10%)	2 (1%)	9 (5%)
Knowledge of content	138 (70%)	56 (29%)	2 (1%)	0	0
Patience	59 (30%)	93 (47%)	40 (20%)	1 (0.5%)	3 (1.5%)
Command of English	134 (68%)	51 (26%)	6 (3%)	0	5 (3%)
Sense of humour	22 (11%)	91 (46%)	74 (38%)	6 (3%)	3 (1.5%)

Seriousness	7 (4%)	34 (17%)	113 (58%)	34 (17%)	8 (4%)
Technological literacy	49 (25%)	102 (52%)	35 (18%)	6 (3%)	4 (2%)
Passion about job	78 (40%)	90 (46%)	22 (11%)	2 (1%)	4 (2%)
Ability to motivate	102 (52%)	75 (38%)	14 (7%)	1 (0.5%)	4 (2%)

Knowledge of EAP to 80% of the students meant knowing how *to teach* the content of the course and content of the course to them meant essay writing, report writing and basics of research. The responses of the students to other questions suggested that they extremely relied on their teachers.

Table 3. Student's views of effective EAP class activities and climate

<i>I learn the lesson better if the EAP teacher</i>	%
provides detailed feedback on my work	80
explains everything in detail	79
knows how to connect with students	76.5
gives many examples from real world	71
delivers each idea/concept in different ways	69
motivates me to join in class	68
creates fun activities and games	62
speaks English all the time	56
introduces the sources that I should read	54
takes quizzes	45
uses technology	42
encourages the students to do group work	40
has a cheerful voice	35
checks homework	31
has a formal relationship with me	26
punishes me if I do not do my assignments	26
asks me to read a lot	20

Interview with lecturers

Teachers' perceptions were also sought to explore their visions of an ideal EAP class. The four lecturers interviewed had quite similar ideas. They were all experienced EAP lecturers with a minimum of five years of experience. They believed that the low language proficiency of the students was a hindrance, and had to be addressed in EAP classes. Time was a limitation, and the high expectations of lecturers teaching at upper-levels and the university were also concerning and affected their practice. All of the four teachers had a clear view of what they believed EAP was and they had very similar views on how it should be taught. They, like the students, mentioned a friendly classroom climate as essential, but two believed that due to the background of the students in some classes some kind of discipline should be maintained at all times. They all believed in the value of teaching students to be autonomous, creative and critical thinkers; however, insisted that creating an environment that all of these can be achieved is the job of all classes and not only EAP. They believed in teachers as sources of motivation.

Designing the forms

Student-rating-appraisal forms

Based on the findings and after analysing the responses, the draft of the teacher-appraisal form was made. The form was in English and was to be filled in at the end of the term by EAP students. It sought the students' opinions about their current EAP teacher and assessed their

performance. For piloting, the form was only distributed in the classes that the teachers agreed to. At this stage, the teacher of that particular class was the only person who had access to the results. (Nine teachers agreed to that.)

After collecting the results, the teachers provided their feedback about the form by answering some open-ended questions. Furthermore, ten students were randomly selected and invited for short interviews to confirm that their understanding of the questions was the same as what was initially intended.

Then based on the feedback, the final form was designed. In this form, the students have to mention the name of their lecturer, but not themselves. The first section is on the overall assessment of the module and has three questions. Section two is on the evaluation of the lecturer's performance. This section consists of four main parts. Part one is on the overall evaluation of the EAP lecturer's performance and has 17 questions. The last question determines whether the student would recommend their lecturer to other students. This section is a Likert scale with five options: 1-strongly disagree 2-disagree 3-neutral 4-agree 5-strongly agree. Part two asks about what the students particularly like about their EAP lecturer if any, and they can select as many options as apply. Among the points raised here are:

- My lecturer seems to be well-prepared for the class.
- I believe that my lecturer knows the subject she/he is teaching very well.
- I believe my lecturer has helped me to become a better student.
- My lecturer encourages me to think.

Part 3 is a statement regarding the level of happiness with their EAP lecturer. Part 4 needs to be answered only if the students have been partially happy with their lecturers or not happy at all. The students are invited to complete a sentence with the options provided. The sentence to be completed is:

If I were to be the EAP lecturer, I would _____ (compared to my current lecturer).

For all of the questions in the questionnaire, the respondents could add their thoughts and comments. This form is to be introduced to the department as part of both formative and department as part of the summative assessment.

Guidebook

Based on the findings emerging mainly from the survey questions, a short handbook guiding the teachers towards the interpretation of the findings was designed. Each lecturer would receive a copy. The guidebooks are an essential part of the study, as they would help teachers gain a clearer understanding of the students' demands. Thus, they could lead to better communication with the students and teachers' rethinking their professional development and needs. The guidebook defines key terms including knowledge of content, friendliness, kindness, good sense of humour, seriousness and being a motivator as seen by the students. These terms are used in the forms.

Teachers' self-evaluation and reflection form

A self-reflection form has been designed for the teachers to help them to reflect upon their own views about the kind of teacher they are and like to be, their knowledge, the students' feedback, and even the context they work in, in our case XX. The content was inspired by the

findings of the study and partly by Larrivee's (2008) tool to assess teachers' level of reflective practice and the section of the pedagogic practice of the BALEAP Competency Framework.

The form consists of 17 questions, some of which are open-ended, while some are checklists. It begins by encouraging teachers to think about the image they like to create of themselves and then reflect upon the one they believe they have created in their actual classes. It then goes on to enquire about the teachers' pedagogic competence, the perception of teachers of their students' satisfaction and happiness with their classes, the students' perceptions of their knowledge, language proficiency and confidence. It finally invites them to plan for their next term.

Lecturers can then compare their vision, plans and reflections of how they have performed in their classes with the evaluation forms that the students have completed. They can add their reflection on the similarities and differences.

Finally, teachers will be encouraged to share the results obtained from the forms with other colleagues and course leaders to seek their opinion and plan their professional development.

Discussion

If the students' views are to be seen as one of the determinants of the quality of teaching and as part of teacher assessment, then what they demand and see versus what the authorities believe they should demand should be considered. After all, "Student ratings are only one source of data about teaching and must be used in combination with multiple sources of information if one wishes to make a judgment about all of the components of college teaching" (Benton and Cashin, 2014: 13) Uttl (2021) based on a study reached the conclusion that student evaluation forms do not assess teacher effectiveness due to the fact that many other factors such as students' intelligence, gender and class size affect the process of evaluation. Although this may be true for high stake decisions, the value of well-designed forms and the answers of the students cannot be denied. When used for formative assessment, the information emerging from the forms can help teachers have open dialogues with their students about their chosen methodology or even behaviour, when necessary. For the same reason, we made a guidebook that held the interpretation of the key terms as students' had clarified them. Linse (2017) also highlights that student ratings are collective views of the students, but need to be correctly interpreted by other stakeholders including the administration.

The findings have also provided insight into the culture and background of the students. For instance, few students addressed the level of teachers' knowledge of the Academic English itself or helping the students become better in their education and life and some of the other competencies mentioned in the BALEAP Competency Framework (2008). What they mostly demanded was how they transmit that knowledge to the students. Although they were appreciative of the basic research methods they had learned, they did not see the need for their teachers to be researchers. Or, although lecturers at XX are encouraged to promote critical thinking and discuss issues such as social justice almost in every class, none of the students touched upon any of them. Some other studies conducted on students evaluation of their teachers also acknowledge that teaches being knowledgeable was not desirable or as desirable as personal qualities (Arnon and Reichel, 2007; Chonko, Tanner, & Davis, 2002)

The students' lack of desire for autonomy or at least being independent learners was another point that captured our attention.. For example, 79 per cent believe that the teacher should explain everything in detail. It appears that the demands of the university and the students are not exactly the same in this aspect. Moreover, this finding suggests that in this particular setting, more

work should be done to help students have a better understanding of how to practice autonomous learning.

Another interesting finding was that students believed that teachers' knowledge of technology was considered important, but not vital. Our study was conducted pre-Covid time. Most probably, if we conduct the same study again, the result of this section would be very different. This is another reason why time and place matter when seeking perceptions. Lecturers though believed that technology plays an important role in their teaching and they should be competent enough to take advantage of what it offers.

The findings suggest that acquiring communicative competence (Widdowson, 2009) is the most highlighted demand of the students; however, despite the lecturers attempt to demonstrate the type of language and competencies required in academic contexts, the students seem not to differentiate between teaching and learning general English and EAP. They believe that the content is different in EAP classes, but modes of delivery and the teachers' characteristics are not seen as very different. And since the teacher-appraisal forms are supposed to demonstrate the students' assessment of their EAP teachers, if the students are not assuming that their teachers should possess certain qualities and competencies, then they should not be included in the forms. Administration can use these other sources to assess teacher's ability to, for example, conduct research; prepare materials and so on. In addition, the whole evaluation system should redirect it "focus on variables under the instructor's control" (Otani, et.al, 2012: 533). The study of the students' demands and expectations and the teachers' reflections can reveal which areas need more dialogue between teachers, students and policymakers.

All in all, the study illustrates the importance of both the process proposed here and the products. The findings emerging from the interviews and questionnaire have shed light on many aspects of the EAP classes. The areas that EAP should focus more on have also emerged. Conducting studies similar to this can help educational institutions plan better policies, agendas, training and support for their staff. They can be weighed by the teachers and the governance of the institutions.

Future studies

Although the findings of the current study are context-specific, the process can be used in most educational institutions. It would be interesting to compare the findings emerging from this study with other contexts inside and outside XXX to discover the similarities and differences between and among students.

Comparing the views of EAP teachers and students in universities in English speaking countries and those universities in non-English speaking countries can shed more light on the future direction of EAP and also on teaching EAP to students with a low level of language proficiency.

Another possible study can be comparing the demands of the students of their EAP teachers and the teachers who teach other subjects. This study may help in preparing better appraisal forms for the formative assessment of teachers.

Conclusion

This main goal of this paper was to provide details of a study conducted to design student-rating-teacher-appraisal forms and teacher-reflection forms for EAP lecturers. Upon the completion of the study, an EAP teacher-appraisal form along with its guidebook and a teacher self-reflection/evaluation form were created. The paper then elaborated on the characteristics of EAP lecturers in the context of the study. These findings had emerged in the process of designing

the forms. The findings suggest that the students mainly concentrate on the English language proficiency of the teachers, their ability to teach the content efficiently and their ability to create a favourable classroom environment.

Overall, the thought guiding our study was that well-designed teacher-appraisal forms can have a positive impact on the performance and assessment of the performance of teachers. Teacher-reflection forms emerging from the demands of the students may also direct teachers to perform more effectively within their classes

Declaration of conflicting interest

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