TEACHER IDENTITY: BEING A GOOD EFL TEACHER ACCORDING TO PRE-SERVICE TEACHERS

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1. Introduction

The development of teacher identity is a fundamental aspect of the process of learning how to become a teacher[1]. This issue goes beyond achieving the necessary skills and knowledge to teach in today's world[2], and directly affects how teachers perceive themselves as teaching professionals. That is, how they act, how they understand their

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[1] See M. D. FRIESEN, S. C. BESLEY, *Teacher identity development in the first year of teacher education: A developmental and social psychological perspective*, in «Teaching and Teacher Education», *36*, 2013, pp. 23-32.

[2] See A. PAVIÉ, *Formación docente: hacia una definición del concepto de competencia profesional docente*, «Revista Electrónica Interuniversitaria de Formación del Profesorado», 14(1), 2011, pp. 67-80; I. ENGENESS, *Developing teachers' digital identity: towards the pedagogic design principles of digital environments to enhance students' learning in the 21st century*, in «European Journal of Teacher Education», 44(1), 2021, pp.96-114.

work, and how they are in the end[3]. There are distant factors related to individual experiences that affect teaching identity as well as personal and social construction and evolution[4].

Although there have always been different notions how a good teacher should be, there are specific dimensions that have traditionally defined a good teacher[5]. These are the following: content knowledge, classes and materials structure, efficient communication, appropriate methodology, motivating factors, learning achieved by students, treatment received by students, and finally, assessment tools.

However, society may value these dimensions distinctly depending on the agent of the educational system questioned (school leadership teams, teachers, students) and the educational stage considered (university, secondary, primary, early childhood)[6]. In any case, these dimensions must include knowledge of the content and professional teaching skills. These involve communicative skills[7], and those related to collaborative teamwork[8], strongly influenced by teaching digital competence in recent years [9].

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[3] See J. SACHS, *Teacher education and the development of professional identity: Learning to be a teacher*, in P. DENICOLO, M. KOMPF, *Connecting policy and practice: Challenges for teaching and learning in schools and universities*, London, Routledge, 2005, pp. 5-21.

[4] See E. A. RUSHTON, E. RAWLINGS SMITH, S. STEADMAN, E. TOWERS, *Understanding teacher identity in teachers' professional lives: A systematic review of the literature*, in «Review of Education», 11(2), 2023, e3417.

[5] See. A. CASERO MARTÍNEZ, *¿Cómo es el buen profesor universitario según el alumnado?*, in «Revista Española de Pedagogía», 68 (246), 2010, pp. 223-242.

[6] See. E. LÓPEZ-MARTÍN, B. GUTIÉRREZ-DE-ROZAS, A. OTERO-MAYER, E. EXPÓSITO-CASAS, *Análisis cualitativo del perfil profesional del buen docente de educación secundaria | Qualitative analysis of the professional profile of a good secondary school teacher*, in «Revista Española de Pedagogía», 80 (283), 2022, pp. 493-516; P. K. MURPHY, L. A. M. DELLI, M. N. EDWARDS, *The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers*, in «The Journal of Experimental Education», 72(2), 2004, pp. 69-92; R. STOBAUGH, J. MITTELBERG, X. HUANG, *Examining K–12 students' perceptions of student teacher effectiveness*, in «Teacher Development», 24(2), 2020, pp. 274-292.

[7] See. S. J. SAVIGNON, *Communicative competence*, in J. I. LIONTAS, *The TESOL Encyclopedia of English language teaching*, 2018, https://doi.org/10.1002/9781118784235.eelt0047

[8] See. K. MAARANEN, K. STENBERG, *Making beliefs explicit - student teachers' identity development through personal practical theories*, in «Journal of Education for Teaching», 46(3), 2020, pp. 336-350.

[9] See. L. CASTAÑEDA, F. M. ESTEVE-MON, J. ADELL, S. PRESTRIDGE, *International insights about a holistic model of teaching competence for a digital era: the digital teacher framework reviewed*, in «European Journal of Teacher Education», 2021, https://doi.org/10.1080/02619768.2021.1991304; J. M. FERNÁNDEZ-BATANERO, M. MONTENEGRO-RUEDA, J. FERNÁNDEZ-CERERO, I. GARCÍA-MARTÍNEZ, *Digital competences for teacher professional development. Systematic review*, in «European Journal of Teacher Education», 45 (4), 2022, pp. 513-531.

In fact, these competences are essential for teachers´ development. That is why teacher training programmes, educational strategies, and projects are trying to promote them[10].

By the time that future EFL teachers have reached their university training certification, they have lived immersed in the educational system (early childhood education, primary education, secondary education) for almost two decades. During that time, they have been able to compare, from a student perspective, their EFL teachers´ different methodologies, assorted capacities, and varied ways of acting.

Preservice teachers start their university instruction laden with a certain baggage of beliefs, experiences, and images learnt through their schooling lives[11]. This implies that they contrast approaches, theories, teaching methodologies and activity designs provided during their university training with the memories of their earlier experiences at school[12].

Preservice teachers´ own experience might be partly far from current reality, due to the temporal distance between their first student experiences and their ongoing training. In this sense, society has been evolving, increasing its dependence on technology, and therefore teacher trainers should update preservice teachers´ technological and digital training[13]. At schools, EFL teaching has highly evolved due to the implementations of innovative language approaches and methods[14].

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[10] See I. ENGENESS, *Op. cit.*, J. M. FERNÁNDEZ-BATANERO et al., *Op. cit.*, M. GARCÍA-SAMPEDRO, S. AGUDO PRADO, A. TORRALBA-BURRIAL, *Pre-service teachers' skills development through educational video generation*, in «European Journal of Teacher Education», 2024, https://doi.org/10.1080/02619768.2024.2323925; E. J. INSTEFJORD, E. MUNTHE, *Educating digitally competent teachers: A study of integration of professional digital competence in teacher education*, in «Teaching and Teacher Education», 67, 2017, pp. 37-45.

[11] T. ANSPAL, Ä. LEIJEN, E. LÖFSTRÖM, *Tensions and the Teacher's Role in Student Teacher Identity Development in Primary and Subject Teacher Curricula*, in «Scandinavian Journal of Educational Research», 63 (5), 2019, pp. 679-695; D. VAILLANT, *La identidad docente. La importancia del profesorado*, in «Revista Novedades Educativas», *22*(234), 2010, pp. 1-17.

[12] C. EICK, C. REED, *What makes and inquiry-oriented science teacher? the influence of learning histories on student teacher role identity and practice*, in «Science Teacher Education», 86(3), 2001, pp.401–416; H. G. YÜKSEL, S. KAVANOZ, *Influence of prior experiences on pre-service language teachers' perception of teaching*, in «Procedia-Social and Behavioral Sciences», 199, 2015, pp. 777-784.

[13] L. CASTAÑEDA *et al.*, *Op. cit.*; E. J. INSTEFJORD, E. MUNTHE, *Op. cit.*

[14] F. VIEIRA *et al.*, *Primary English teacher education in Portugal: an exploratory study*, «European Journal of Teacher Education», 2023, https://doi.org/10.1080/02619768.2022.2132384.

However, it is also true that the teaching models found throughout preservice teachers´ educational experience may or may not be an adequate reference to shape future teachers´ teaching identity. This vision of education may generate tensions or confirmations with what preservice teachers learn during their university training and internship periods[15]. The necessary adaptation between these teaching models and the educational stage in which future teachers will practice may also be relevant, requiring appealing to specific methodologies of the stage[16]. In any case, it is possible to explore to what extent EFL teaching staff is a model to follow and/or an element of value in their teaching identity training. Anyhow, a qualitative study on their experiences may provide with an excellent overview of the matter[17].

In this sense, the analysis by Yüksel & Kavanoz[18] with EFL preservice teachers shows that certain characteristics of their own primary and secondary teachers were considered positive influences: pedagogical knowledge of the content (pedagogical skills more than content knowledge), educational innovation, and characteristics related to emotions (patient and flexible teachers who adapt themselves to students). On the other hand, there were negative issues such as teachers´ knowledge atrophy and authoritarian attitudes that discouraged students ´participation.

1.1. Aims

Studying preservice teachers´ perceptions on their EFL formal training received (school and university); learning which are most influential EFL teachers´ positive and negative characteristics in preservice teachers´ professional future.

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[15] T. ANSPAL *et al.*, *op. cit.*; N. CABAROĞLU, G. ÖZ, *Practicum in ELT: a systematic review of 2010-2020 research on ELT practicum*, «European Journal of Teacher Education», in press, 2023. https://doi.org/10.1080/02619768.2023.2242577; F. VIEIRA *et al.*, *Op. cit.*
[16] B. CORTINA-PÉREZ, A. ANDÚGAR, *Exploring the ideal foreign language teacher profile in Spanish preschools: teacher education challenge*s, in «Teachers and Teaching», *27*(8), 2021, pp. 713-729.
[17] N. GARZA-RODRÍGUEZ, M. G. RODRÍGUEZ-BULNES, I. ESPARZA-MORENO, L. M. MUÑOZ-CANTÚD, *Professional Teacher Identity: Methodological Alternatives for Qualitative Research*, «Revista Lengua y Cultura», 3(5), 2021, pp. 108-117.
[18] H. G. YÜKSEL, S. KAVANOZ, *Op. cit.*

2. Methodology

Bearing in mind that this study aims to know preservice teachers´ perceptions on the formal instruction received in English as a Foreign Language, both at school and at university, the authors opted for a qualitative methodology[19], being the focus groups, the technique applied[20]. This tool is especially adequate for this study due to the size of the sample[21].

The focus groups developed during four academic years: 2020-21, 2021-22, 2022-23 and 2023-24 were organised during the lectures in the classrooms of an English teaching module. Lecturers organised students in groups of 9-10 individuals with a moderator (the lecturer in charge of the module). Then, they analysed the data obtained using categories and subcategories to understand their perceptions on the EFL instruction received and their EFL teachers´ more influential characteristics.

2.1. Sample

The sample of people studied consisted of 199 preservice teachers from the module *Didactic training for the English Classroom II: English* (all students enrolled in the module). These preservice teachers belonged to the English Primary Teaching Degree of the Faculty of Teacher Training and Education, University of Oviedo, Spain. It was a non-probabilistic sample, also called casual.

Participants were mostly born in Asturias, the region where University of Oviedo is located. Most participants (68%) were 21- years- old women, being women 86% of

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[19] P. CÁCERES, *Análisis cualitativo de contenido: una alternativa metodológica alcanzable*, in «Psico perspectivas», 2(1), 2003, pp. 53-82; I. DORIO, M. SABARIEGO, I. MASSOT, *Características generales de la metodología cualitativa*, R. BISQUERRA, *Metodología de la investigación educativa*, Madrid, La Muralla, 2004, pp. 275-292.

[20] G. BOLIN, V. KALMUS, R. FIGUEIRAS, *Conducting online focus group interviews with two generations: methodological experiences and reflections from the pandemic context*, in «International Journal of Qualitative Methods», 22, 2023, https://doi.org/10.1177/16094069231182029.

[21] X. GONZÁLEZ-RIAÑO, A. FERNÁNDEZ-COSTALES, *Investigación vs innovación y homologación metodológica. Retos actuales de la DLL*, in J. BALLESTER-ROCA, N. IBARRA-RÍUS, *Entre la lectura, la escritura y la educación. Paradigmas de investigación en Didáctica de la Literatura y la Lengua*, Madrid, Narcea, 2020, pp. 75-92.

the sample (Table 1). Preservice teachers are mostly women, as it happens in non-university classrooms in Spain[22].

Table 1

Sociodemographic data from the participant preservice teachers.

Sex	Women				Men			
	170				29			
Age	20	21	22	23	20	21	22	23
	5	135	20	11	2	16	10	0

Source: Developed by authors

2.2. Instrument

The focus group was the tool used in the whole study to learn primary preservice teachers´ perceptions on the following topics:

1.   What is your perception on the EFL formal instruction received at school and at university?

2.   Which are the most positive and negative characteristics that your EFL teachers had and most influenced you?

Focus group questions followed the analysis made by Casero[23] being an inspiration for the present study.

2.3. Procedure

Firstly, lecturers designed the focus groups questions. Then, they organised the groups of students. During the focus groups sessions, lecturers recorded the audio with a

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[22] MEFD, *Igualdad en cifras. MEFD 2024. Aulas por la igualdad.* Ministerio de Educación, Formación Profesional y Deportes.
[23] A. CASERO, *Op. cit.*

tablet. Finally, they transcribed the answers, and established the categories and subcategories to proceed with the analysis.

2.4. Analysis

Lecturers gave an alpha-numeric code to all participants, using ST letters as in student, and a number. Accordingly, codes start in ST1 and finish in ST199. This way, they guaranteed confidentiality of the data and anonymity of participants. Besides, they eliminated any possibility of traceability of the answers.

The categories applied for the analysis of the first question (What is your perception on the EFL formal instruction received at school and at university?) following the review by Casero[24] dimensions were: content knowledge; lesson structure and materials; communication; methodology; teachers´ motivation; students´ motivation; relationship with the students, and assessment tools.

The categories and subcategories used for the analysis of the data obtained in the second question (Which are the most positive and negative characteristics that your EFL teachers had and most influenced you?) following the review by Casero[25] were: teaching competence; teacher personal characteristics and fulfilment. See subcategories in Table 2.

After categorising the responses, lecturers counted words repetitions, and visually analysed them through the software WordClouds (https://www.wordclouds.com). In the resulting figures, the word font size scale was proportional to the times participant repeated words. Besides, the word font size scale was proportional within the group of positive characteristics and within the group of negative characteristics but not within groups, to facilitate visualisation.

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[24] Ivi.
[25] Ivi.

Table 2

Categories (dimensions) and subcategories of ELF teachers´ characteristics.

Dimensions	Subcategories
	clarity
	content organisation
Teaching competence	content mastery
	motivation skills
	lesson implementation
	attitude
	physical appearance
Teacher personal characteristics	friendliness
	enthusiasm
	language
Fulfilment	--

Source: Based on Casero (2010)

3. Results

3.1. Preservice teachers´ perception on EFL formal instruction received.

Most preservice teachers have a negative perspective of the EFL instruction received at school or at university, but for varied reasons.

Regarding to teacher knowledge, more than 80% of the participants consider that their primary teachers did not have the necessary command in EFL language (teacher content knowledge):

«She did not know how to speak in English» (ST49).

«None of my EFL primary teachers mastered the language» (ST80).

In the case of the secondary teachers, the perception was more positive in respect to teachers´ knowledge, but, in cases, preservice teachers talk about the same lack of mastery in EFL (the teacher pedagogical content knowledge):

«At Secondary school, teachers seemed to know much more English than in primary, but some of them, never spoke to us in English, because they taught in Spanish most of the times» (ST145).

However, all the students agree that their EFL teachers at university possess a remarkable command of the English language, but there were other issues that made them feel not amazingly comfortable during their lessons. Preservice teachers consider that lecturers do not know enough methodological or motivating strategies (the teacher pedagogical content knowledge again):

«At university, my EFL teachers spoke really well, and they knew a lot, grammar, phonetics, but their lectures were very boring, and they were very demanding and strict» (ST21).

Regarding communication dimension, the way in which teachers communicate with pupils and students is an essential factor to take into consideration.

Half of preservice teachers´ state that their primary teachers communicated with them in Spanish, and they used English in exceedingly rare occasions. Almost a fifth (18%) of preservice teachers confirm that their EFL teachers used both languages in the English classroom, the same percentage that declares that their teachers only used the English language during their lessons. Communication with the university teachers was only in the English language during their EFL lessons.

Regarding lesson structure and materials dimension, preservice teachers agree that their primary teachers used a traditional way of teaching. Their methodologies were old fashioned, and they followed course books to the letter:

«We spent our English lesson doing activities from the course book, and at home, we had to do our workbook. It was a nightmare. We could do listening exercises, but we never did oral activities. » (ST17).

There are exceptions, and preservice teachers had vivid memories of playful and enjoyable English language sessions, too.

All the participants agree to say that their sessions at university have been tedious. The structure of the lessons was always the same and the activities were very mechanical.

Regarding methodology dimension, even though there are exceptions, 40% of the participants agree with the idea that their primary teachers did not possess enough methodological skills. However, 28% of the participants consider that their teachers applied innovative methods, resources, and ICT tools.

ST33 says: "Grammar, grammar and grammar" referring to their teachers´ method.

However, other participants comment that their primary teachers implemented innovative methodologies in the classrooms.

«I had a teacher who was always trying to improve the way he taught us. He loved his job, and he was an enthusiast of new methodologies, resources. At that time, we participated in different projects, and even, we could go abroad in an exchange programme with a school in Finland. He was the best» (ST18).

At university, preservice teachers complain about the classical methodologies applied by teachers:

«My EFL teachers at university spoke great English, but they were as traditional as if they were 100 years old» (ST86).

A crucial point about their experiences in primary education, and which counteracts the negative statements collected above, is the one referring to the motivation of their primary teachers. This way, almost a third (28%) of the participants also consider that their primary English teachers were highly motivated, and for that reason, these teachers were also very motivating professionals. Consequently, their pupils were initiative-taking pupils:

«I remember my teacher in the fourth year. She was a nice woman, and very enthusiastic. If I tell the truth, she has been an inspiration. That is why I would like to become an English Primary teacher». (ST18)

The rest of preservice teachers consider that their primary teachers were unmotivated. They were tired and willing to leave school the soonest.

Two thirds (66%) of the preservice teachers consider that their EFL teachers at university were strongly demotivated. For this reason, they did not make any sort of innovation and maintained traditional methodologies and bossy attitudes.

«It was very difficult to approach to my English teachers in the faculty." They looked uninterested in us». (ST87)

«They did not like teaching» (ST133)

«I remember a teacher who was so stiff […]. I never saw her smiling» (ST5)

These perceptions, although majority, were not the only ones present among the teachers. Thus, almost a fifth (17%) of the participants stated that their EFL teachers seemed to be enjoying when teaching.

Students´ motivation dimension analysis let know that students (66%) felt completely unmotivated in one way or another with their primary and secondary EFL teachers. They relate this fact with teachers´ attitude, methodology, and teaching resources.

«We only practised written exercises. It was impossible to feel motivated» (ST97).

«He was always in a very bad mood» (ST133)

«The only important thing was to pass the exams. Lessons were unbearable» (ST45)

Almost a quarter (23%) of the preservice teachers declared to feel motivated in the English classroom at primary education:

«Learning and having fun. That is how it was» (ST18).

«I enjoyed my English lessons very much. We practised conversation with children from other school in Ireland» (ST27)

Most preservice teachers declared themselves as completely discouraged students at the EFL classroom. The reasons were varied: difficult exams, extremely low grades, boring lessons, and traditional resources.

However, almost a fifth of the preservice teachers consider themselves motivated when learning English at university. Only 8% stated that they love learning languages:

«I love English. I love doing readings, conversation, listening, drafting essays (…) Even, I like doing Use of English activities very much» (ST18).

If we bear in mind that education is changing, and the way of teaching and learning is improving, the assessment should also change. In this study, the results show that preservice teachers´ perception on the assessment tools dimension is overwhelmingly negative, not only at school, but at university, too.

Participants absolutely agree on the inefficacy of traditional exams or tests. They think that educational authorities should eliminate these tools from the educational system. What people learn by heart today, they forget in hours (ST196). For his reason, teachers should apply new assessment tools, not only in primary and secondary, but at university, too. There are remarkably interesting suggestions formulated during the sessions:

«Exams should disappear completely. Teachers should apply formative assessment» (ST183)

«Teachers should assess the fours skills, especially speaking. How? Practising dialogues and situations» (ST199)

«I hate filling the gaps" (ST66)

3.2. Preservice teachers´ perception on EFL teachers´ positive and negative characteristics

The results show the most influential positive or negative characteristics that preservice teachers perceived of their own EFL teachers in formal education, both at school and at university. See in figure 1 two word-clouds showing teachers´ positive and negative characteristics.

As seen in Figure 1, negative characteristics were more repeated than positive ones, suggesting that they were more common in preservice teachers schooling experience. In fact, the most repeated (70%) negative characteristic was: only written activities, while the most reiterated positive characteristic (40%) was using computers in the classroom.

Teaching competence

Fig. 1. EFL teachers' positive and negative teaching competences, according to preservice teachers´ perceptions.

The positive and most inspiring model is related to ICT implementation in the classroom (computers -38%-, ICT tools -28%-, videos -28%-), to facilitate students' learning, to motivate (28%), and to provide an adequate content (28%) and well-organised instruction (23%), promoting oral activities in the classroom (27%).

On the contrary, the negative characteristics that would define what it is understood by a bad EFL teacher (a negative model) are related to the concepts of lesson implementation and adequate didactic resources: excess of written activities (70%), resulting in very boring lessons (68%), based mainly on the use of course books, (62%), linked to tedious homework (45%), mechanical activities (44%) and dull exercises in the classrooms (39%), dealing with uninteresting topics (42%), using inadequate resources (34%) or very traditional (18%). All these characteristics are related to pedagogical content knowledge and how to teach content to students.

They have also valued content knowledge very negatively (28%). Similarly, in primary education the impossibility of using English as a language of instruction (18%) and providing students with an inadequate content for the classroom situation (29%) were also considered. See on Figure 2 preservice teachers´ perceptions on what characteristics made their own ELF teachers good or bad.

Teacher personal characteristics

Fig. 2. EFL teachers´ positive and negative characteristics according to preservice teachers´ perceptions.

The variety of positive characteristics is wider than the negative ones. At large, there are more opinions included in teachers´ attitude dimension (14 distinctive characteristics). These characteristics receive individual high or medium valuations,

being lower in "friendliness" for example. Positive characteristics such as respectful (45%), or nice (43%) appear more often than demanding (39%), patient (34%), resourceful (34%), helpful (27%) o inspiring (24%). Other characteristics are related to fulfilment (adequate language level -33% -adequate instruction -28%-), being enthusiastic (38%) or innovator (16%). This characteristic is present in both teachers´ professional competence and teachers´ personality.

The teaching personality characteristics that preservice teachers perceive as negative in their EFL teachers are related to their comments on the observed teaching competences. Being boring is the negative characteristic named more often by almost half of the preservice teachers (49%), followed by problems derived from inadequate instruction (40%) or inadequate adaptation to pupils´ language level (39%). Lack of teacher enthusiasm presents a much lower percentage of preservice teachers (16%), although it is also related to various characteristics addressed in teaching competence and, especially, in comments on the EFL instruction received in formal education.

4. Reflections

Undoubtedly, the assessment of the training received is always a problematic issue, although it allows us to know certain actions that persist in people´s education memory. In this case, it is extremely interesting to know EFL preservice teachers´ perceptions since they are finishing their training as EFL teachers themselves and they will become inservice teachers very soon.

In this sense, this study research questions promote a deep reflection on what preservice teachers consider about being and acting as good teacher, thinking about their own schooling experience and taking it as a model or not[26].

Preservice teachers' considerations about the EFL education received appear together with the characteristics that they consider positive and negative in their EFL

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[26] P. K. MURPHY *et al.*, *Op. cit.*

previous teachers. Following their experience, they found teachers who lacked the necessary knowledge of the content taught, especially in their primary education years. It is important to highlight that EFL education in Spain (during the years that participants have spent in the formal educational system) has evolved enormously (García Bermejo, 2021), especially when making comparisons between the primary education instruction received by these preservice teachers, more than a decade ago, and the current situation.

Although this knowledge was increasing in the later stages, preservice teachers show discrepancies with those teachers´ pedagogical methods that are only based on the textbook use, written activities and a tyrant employ of grammar tasks. This results into tedious and unstimulating classes and homework as in Yüksel & Kavanoz[27], in which the most commented negative characteristics have to do with how to teach, rather than with what to teach.

This negative view is not completely general, and preservice teachers also comment on inspiring teachers (those they consider as role models), with adequate knowledge of the subject and who generate vivid memories of playful and enjoyable English language sessions.

EFL preservice teachers seem to appreciate the use of updated teaching resources, the promotion of oral activities and the use of educational technology (ITC tools, videos, computers) to facilitate learning and motivate students. Additionally, assessment procedures, tools and implementation are essential aspects in EFL teaching. In this context, preservice teachers consider that there must be changes, not only in the assessment tools, but in the concept of assessment itself[28].

They also consider that motivation, enthusiasm, and closeness to the students are necessary characteristics that teachers should possess valuing those who are both

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[27] H.G. YÜKSEL, S. KAVANOZ, *Op. cit.*

[28] L. RODRÍGUEZ-OLAY, M. GARCIA-SAMPEDRO, R. AVELLO RODRIGUEZ, *Aprendizaje Servicio en la formación de docentes: Literatura Infantil desde una perspectiva de género*, in «Revista de Estilos de Aprendizaje», *15*(3), 2022, pp. 19-33.

initiative-taking and motivating teachers (motivated teachers usually have motivated students)[29].

Preservice teachers attach importance to different considerations regarding EFL teachers' attitude dimension, with fourteen distinct subcategories highlighted as positive personal characteristics. These attributes receive different percentages of positive evaluations such as respectfulness and friendliness, alongside other qualities such as patience and resourcefulness. Additionally, positive characteristics extend to aspects like enthusiasm and innovation, perceived as indicators of both professional competence and personality. On the contrary, negative perceptions are associated with deficiencies in teaching competence. Particularly, cited examples include being boring, inadequate instruction, and difficulties to adapt to students' language levels. Despite being less emphasized, the lack of teacher enthusiasm is also present, with an impact in various teaching competences and educational experiences.

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[29] M. GARCÍA-SAMPEDRO, S. AGUDO PRADO, *Affective and motivational factors in English as a second language in Spain*, in «Journal of Education Culture and Society», 11(1), 2020, pp. 163-173.

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