References

. H. (2021). Benefits Of Student Attention in The Implementation Of Learning. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, *12*(3), 3616–3630. https://doi.org/10.17762/turcomat.v12i3.1642

Arnon, S., & Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. In *Teachers and Teaching: Theory and Practice* (Vol. 13, Issue 5). https://doi.org/10.1080/13540600701561653

Baker, J. A., Grant, S., & Morlock, L. (2008). The Teacher-Student Relationship As a Developmental Context for Children With Internalizing or Externalizing Behavior Problems. *School Psychology Quarterly*, *23*(1), 3–15. https://doi.org/10.1037/1045-3830.23.1.3

Bernat, E., & Gvozdenko, I. (2005). Beliefs about Language Learning : Current Knowledge , Pedagogical Implications , and New Research Directions. *TESL-EJ*, *9*(1).

Brown, A. V. (2009a). Students ' and Teachers ' Perceptions of Effective Teaching in the Foreign Language Classroom : A Comparison of Ideals and Ratings by In the Graduate College. *The Modern Language Journal*, *93*(1).

Brown, A. V. (2009). Students' and teachers' perceptions of effective foreign language teaching: A comparison of ideals. *Modern Language Journal*, *93*(1). https://doi.org/10.1111/j.1540-4781.2009.00827.x

Cicekci, M. A., & Sadik, F. (2019). Teachers' and Students' Opinions About Students' Attention Problems During the Lesson. *Journal of Education and Learning*, *8*(6). https://doi.org/10.5539/jel.v8n6p15

Cooper, K. S., & Miness, A. (2014). The Co-Creation of Caring Student-Teacher Relationships: Does Teacher Understanding Matter? *The High School Journal*, *97*(4), 264–290. https://doi.org/10.1353/hsj.2014.0005

Filgona, J., Sakiyo, J., Gwany, D. M., & Okoronka, A. U. (2020).

Motivation in Learning. *Asian Journal of Education and Social Studies*, 16–37. https://doi.org/10.9734/ajess/2020/v10i430273

Gerschler, J. (2012). Classroom Strategies for Maintaining Student Focus. *Universidad Del Papaloapan*, *June*.

Hussain, N., Nawaz, B., Nasir, S., Kiani, N., Hussain, M., Nasir Hussain, B., Hussain α, N., Nawaz σ, B., & Nasir ρ, S. (2013). Positive Teacher-Student Relationship and Teachers Experience-A Teacher's Perspective. *Type: Double Blind Peer Reviewed International Research Journal Publisher: Global Journals Inc*, *13*.

Ishtiaq, M. (2019). Book Review Creswell, J. W. (2014). Research Design: Qualitative, Quantitative and Mixed Methods Approaches (4th ed.). Thousand Oaks, CA: Sage. *English Language Teaching*, *12*(5), 40. https://doi.org/10.5539/elt.v12n5p40

Jackson, M. (2006). "Serving time": The relationship of good and bad teaching. *Quality Assurance in Education*, *14*(4), 385–397. https://doi.org/10.1108/09684880610703965

Khan, I. A. (2011). An Analysis of Learning Barriers: The Saudi Arabian Context. *International Education Studies*, *4*(1). https://doi.org/10.5539/ies.v4n1p242

Kumbakonam, U. R., Archana, S., & Rani, & K. U. (2017). Role of a Teacher in English Language Teaching (Elt). *International Journal of Educational Science and Research*, *7*(1).

Labaree, D. F. (2000). On the nature of teaching and teacher education difficult practices that look easy. *Journal of Teacher Education*, *51*(3), 228–233. https://doi.org/10.1177/0022487100051003011

Lamb, M. (2017). The motivational dimension of language teaching. In *Language Teaching* (Vol. 50, Issue 3). https://doi.org/10.1017/S0261444817000088

Le, H. V. (2021). An Investigation into Factors Affecting Concentration of University Students. *Journal of English Language Teaching and Applied Linguistics*, *3*(6). https://doi.org/10.32996/jeltal.2021.3.6.2

Li, H. Q., & Wu, Y. Z. (2011). Comparative study on the personality patterns of "good teacher" and "bad teacher" as perceived by college students. *Advanced Materials Research*, *271–273*.

https://doi.org/10.4028/www.scientific.net/AMR.271-273.760

Liu, S., Keeley, J. W., & Buskist, W. (2020). What Constitutes Poor Teaching? Perspectives From Chinese College Students. *Teaching of Psychology*, *47*(1), 58–62. https://doi.org/10.1177/0098628319888091

Md. Yunus, M., Osman, W. S. W., & Ishak, N. M. (2011). Teacher-student relationship factor affecting motivation and academic achievement in ESL classroom. *Procedia - Social and Behavioral Sciences*, *15*, 2637–2641. https://doi.org/10.1016/j.sbspro.2011.04.161

Mensah, B., & Eric Koomson. (2020). Linking Teacher-Student Relationship to Academic Achievement of Senior High School Students. *Social Education Research*. https://doi.org/10.37256/ser.122020140

Moore, R., Jensen, M., & Hatch, J. (2001). Bad Teaching: It's Not Just for the Classroom Anymore. *The American Biology Teacher*, *63*(6), 389–391. https://doi.org/10.2307/4451139

Morley, J. (2012). Wertz, F. J., Charmaz, K., McMullen, L., Josselson, R., Anderson, R., McSpadden, E. (2011). Five ways of doing qualitative analysis: Phenomenological psychology, grounded theory, discourse analysis, narrative research, and intuitive inquiry. New York: Gui. *Journal of Phenomenological Psychology*, *43*(1), 136–139. https://doi.org/10.1163/156916212x632989

Paolini, A. (2015). Enhancing Teaching Effectiveness and Student Learning Outcomes. *The Journal of Effective Teaching*, *15*(1), 20–33.

Pizanis, V. G., & Pizanis, C. (2019). Effective and Ineffective Clinical Teaching in Dental Hygiene Education: A Qualitative Study. *Journal of Dental Education*, *83*(8), 904–913. https://doi.org/10.21815/jde.019.087

Plavšić, M., & Diković, M. (2019). What a teacher should not be like. *New Educational Review*, *55*(1), 246–255. https://doi.org/10.15804/tner.2019.55.1.20

Raca, M., & Dillenbourg, P. (2013). System for assessing classroom attention. *ACM International Conference Proceeding Series*. https://doi.org/10.1145/2460296.2460351

Rahimi, M., & Pakzadian, M. (2019). English teachers' attitudes

toward their new roles promoted by English-as-an-international-language pedagogy. *Indonesian TESOL Journal*, *1*(2). https://doi.org/10.24256/itj.v1i2.607

Rao, P. S. (2019). The role of English as a global language. *Research Journal Of English (RJOE)*, *4*(1).

Raufelder, D., Nitsche, L., Breitmeyer, S., Keßler, S., Herrmann, E., & Regner, N. (2016). Students' perception of "good" and "bad" teachers-Results of a qualitative thematic analysis with German adolescents. *International Journal of Educational Research*, *75*, 31–44. https://doi.org/10.1016/j.ijer.2015.11.004

Raymond, S. M. (2008). Effective and ineffective university teaching from the students' and faculty's perspectives: matched or mismatched expectations? *PQDT - UK & Ireland*.

Sakkir, G., Dollah, S., & Ahmad, J. (2021). CHARACTERISTICS OF A GOOD EFL TEACHER: INDONESIAN EFL STUDENTS PERSPECTIVES. *JURNAL NALAR PENDIDIKAN*, *9*(1). https://doi.org/10.26858/jnp.v9i1.20323

Slattery, J. M., & Carlson, J. F. (2005). Preparing An Effective Syllabus: Current Best Practices. *College Teaching*, *53*(4). https://doi.org/10.3200/CTCH.53.4.159-164

Sriyuliyana, F. (2018). CHARACTERISTICS OF GOOD ENGLISH TEACHERS BASED ON THE PERCEPTION OF THE STUDENTS FROM DIFFERENT LEARNING STYLES AND PERSONALITIES. *Qalam : Jurnal Ilmu Kependidikan*, *5*(1). https://doi.org/10.33506/jq.v5i1.245

Suplicz, S. (2009). What makes a teacher bad? - trait and learnt factors of teachers' competencies. *Acta Polytechnica Hungarica*, *6*(3).

Zhang, Z., Wu, Q., Zhang, X., Xiong, J., Zhang, L., & Le, H. (2020). Barriers to obtaining reliable results from evaluations of teaching quality in undergraduate medical education. *BMC Medical Education*, *20*(1). https://doi.org/10.1186/s12909-020-02227-w