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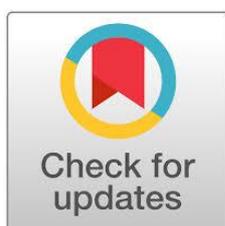
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Characteristics of Effective English Teacher for Millenials

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Abstract

The millennial era is an era of digital technology in which people are close to technology and have instant access to information. This study investigated students' perception of the characteristics of an effective English language teacher in the millennial era. This study used a qualitative approach and used a descriptive qualitative design and took place at a private university in Yogyakarta. The participants were four students of the English Language Education Department (ELED) batch 2016. In collecting the data, the researcher interviewed the participant. The findings showed that in socio-affective skills, an effective English language teacher in the millennial era should enhance students' motivation to learn, create a good classroom atmosphere, have good relationships with the students and other teachers, and understand students' character. In pedagogical knowledge, an effective English language teacher should give feedback, have a valuable ability to explain the lesson, ensure students' understanding of the lesson. They also should have a lesson plan, utilize and apply technology, allow students to write a reflection, and control class activities. In knowledge subject matter, an effective English language teacher should be knowledgeable and master English well. Lastly, an effective English language teacher should have personality traits such as intelligent, caring, friendly, disciplined, creative, kind, patient, humorous, responsible, open-minded, and professional. The findings implied that to teach students in the millennial era effectively, teachers should possess and maintain the characteristics of an effective English language teacher.

Keywords: Millennial era, effective teachers, characteristics

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Introduction

The millennial era is an era of digital technology in which people in this era are close to technology and have instant access. Based on Olszewski (2016), the millennial generation are those people who were born between the early 1980s to the early 2000s. They are also known as generation Y (Mercadante, 2008). From those explanations, currently, millennial generations are either in high school, college, graduate school, or in the workforce, and they are around 14 - 35 years old.

The millennial generation has some personal characteristics which are unique and different from their previous generations. Broadbridge, Maxwell, and Ogden (2007) mentioned some critical features of the millennial generation to differentiate them from the earlier generations. Generation Y is independent, well-educated, confident, upbeat, open-minded, friendly, technically literate, adverse to slowness, and highly informed.

On the other hand, Kelan and Lenhart (2009) stated that some characteristics are based on the individual level. They said that people from generation Y become entrepreneurial thinkers, self-reliant, ethnically diverse, polite, curious and energetic, respectful to parents and grandparents, financially empowered, and conservative investors. However, they also have a negative characteristic, called 'living with strong social stressors' (Kelan & Lenhart, 2009). Besides, Monaco and Martin (2007) stated that the millennial generation lacks critical thinking skills and unrealistic expectations.

In a language teaching context, the millennial era affects how teaching and learning are conducted. Olszewski (2016) stated that the old ways of teaching are no longer suitable to teach students today. Consequently, the language teachers who teach the millennial generation should find appropriate teaching media suitable for millennial students' characteristics and learning preferences, such as utilizing computers and the internet in the teaching and learning process. Therefore, in language teaching activities, the teachers must implement media literacy or Information Communication Technology (ICT) to utilize technologies well in language teaching activities. Besides, teachers also should use the internet as one of the language teaching media.

The different generation of students brings consequences for the teacher to adjust and suit the practice of teaching, which leads to new different perspectives of characteristics of an effective English language teacher. In the era where the internet was not widely used, especially

in education, technology may not become an effective English teacher characteristic. However, as technology development, especially the internet, flourishingly bloomed in teaching and learning practice, being tech-savvy becomes a new aspect of teacher's requirement to be effective. Some studies found that using technology is among characteristic of an effective English language teacher besides subject matter and pedagogical knowledge (Pierson & McNeil, 2000). Moreover, the typical characteristic of millennial students who prefer the activity in the classroom to collaborate, connect, and create social change (Pinder-Grover & Groscurth, 2009) also may lead to the shift of what so-called effective English teacher. The era's changing has brought its generation to have different nature and characteristics, requiring the new paradigm of an ideal teaching and learning practice. At the same time, it also requires new demands of an effective English language teacher, which meets its requirements.

Therefore, this study focuses on investigating four core categories of the characteristics of an effective English language teacher for students in the millennial era. Those four core categories are socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics. The categories are based on categorizing effective English language teachers by Dincer, Goksu, Takkac, and Yazici (2013).

This research is hoped to positively contribute to student-teachers, English teachers, and educational institutions regarding effective English language teachers in the millennial era. The researcher hopes that the findings of this study can help English teachers improve and develop their teaching performance and their teaching quality to achieve their teaching purposes. Besides, this research can be helpful for the teachers as a reflection on their teaching.

Literature Review

Millennial generation

The millennial generation refers to the people born in the early 1980s to the early 2000s (Olzewski, 2016). Besides, they are called millennials because they grow up in the digital era and are familiar with technology (Kaifi, Nafei, Khanfar, & Kaifi, 2012). Furthermore, Prensky (2001) called millennials as digital natives. Also, Twenge (2010) said that the millennial generation had been variously labeled as 'Generation Y', 'Net Generation', 'Nexters' and 'Generation Me.'

Moreover, Howe and Strauss (2000), as cited in Considine, Horton, and Moorman (2009), pointed out that the millennial generation refers to the children who have grown up since the beginning of the assortment related the digital technologies such as cell phones, texting messaging, video games, and instant messaging. Besides, Taylor (2012) stated that the millennial generation is only familiar with the computer and information easily accessed and has different expectations concerning the technology, communication, and access to information. Therefore, the millennial generation is a generation that has a closeness to technology. Besides, they are familiar with technologies, and their daily activities are almost done by using technologies because, in this generation, technology is easy to access.

Characteristics of Millennial Generation

Every millennial generation has its characteristics. Howe and Strauss (2000), cited in DeBard (2004), identified that seven core characteristics of the millennial generation are unique, sheltered, confident, team-oriented, conventional, pressured, and achieving. Besides, Broadbridge, Maxwell, and Ogden (2007) mentioned some critical characteristics of the millennial generation. Those include being independent, well-educated, confident, upbeat, open-minded, friendly, technically literate, adverse to slowness, and highly informed. Kelan and Lenhart (2009) mentioned that based on some characteristics of the individual level, people from generation Y become more entrepreneurial thinkers, self-reliant, ethnically diverse, polite, curious, and energetic, respectful to parents and grandparents financially empowered, and conservative investors. However, the millennial generation also has a negative character. According to Kelan and Lenhart (2009), generation Y has intense social stressors because of social life changes.

An Effective English Language Teacher

According to Stronge, an effective teacher is a teacher who consistently produces the students with high achievement or a teacher who regularly gains positive evaluations from supervisors and administrators (as cited in Arikan, Taser, & Sarac-Suzer, 2008). Moreover, Goddard, Hoy, and Hoy (2000) defined effective English language teachers as those who can influence their teaching due to students' learning.

To be an effective English language teacher, the teacher should have some aspects on the characteristics of effective English language teachers. There are some characteristics of an

effective English language teacher. Dincer et al. (2013) maintained that an effective English language teacher's four main characteristics are an effective English language teacher: socio-affective skill and pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Socio-affective skill. Socio-affective skill is the ability of teachers to interact with their students to gain effectiveness in the educational process (Dincer et al., 2013). The socio-affective skill includes a wide range of items such as how the teacher behaves to the students, the teacher's ability to decrease students' anxiety, and increase students' motivation (Sishavan, 2010). Besides, to be an effective English language teacher, the teacher should understand the students' feelings and be aware of students' differences in the students' background (Korkmaz & Yavuz, 2011). The other main characteristic of an effective English language teacher is pedagogical knowledge.

Pedagogical knowledge. Pedagogical knowledge is teachers' ability to teach the students or their knowledge of managing the class. According to Dincer et al. (2013), pedagogical knowledge defines teachers' knowledge of applying the teaching procedures and strategies in the classroom. Furthermore, Haryadi (2018) explained that pedagogical knowledge comes up as teachers' ability to manage their comprehension of English to maintain the effectiveness of teaching through their various teaching techniques, apply the materials written in the lesson plan, and use sound teaching principles. The pedagogical knowledge includes some items such as preparing the lesson well, using lesson plans, assessing what students have learned reasonably, and incorporating group activities in the classroom or applying some various teaching strategies (Rotgans & Schimdt, 2011). The way teachers offer the information to the students should be clear, comprehensible, and motivating (Betson et al., 2001, as cited in Arikan et al., 2008). For example, when the teacher offers the information, they should explain it as detailed as possible. The teacher should make sure that the information which they have demonstrated is easy to understand by the students. Besides, the teacher can also increase students' motivation by giving a reward. Thus, to be an effective English language teacher, the teacher should be right on subject-matter knowledge.

Subject-matter knowledge. Subject-matter knowledge is teachers' comprehension of the subject or the target language. As Dincer et al. (2013) mentioned, the teachers should master their specific topic in subject-matter knowledge. Regarding the statement noted, an effective

English language teacher should master English well. Subject-matter knowledge can be identified through teachers' pronunciation. Also, an effective English language teacher should have correct pronunciation (Arikan et al., 2008). Likewise, teachers should be able to write in English well (Sishavan, 2010). Besides, an effective English language teacher must be adequate in cultural knowledge (Arikan, 2010). Hence, an effective English language teacher should also have good personality characteristics to teach the students effectively.

Personality character. Personality character is one of the four main characteristics of an effective English language teacher. An effective English language teacher is supposed to have some crucial characteristics to teach and be successful as the teacher effectively. The features mentioned include being enthusiastic in the teaching process, humorous, kind, and fair (Korkmaz & Yavuz, 2011). In addition, Arikan (2010) mentioned that an effective English language teacher should be open-minded to bring the outside world into the classroom, value, and respect students' judgments.

Teaching Millennial Generation

Teaching the millennial generation requires teachers to apply technology. Puji and Umamah (2018) stated: "the millennial era has a significant impact on the demands of human resource competing quality with high adaptation to the development of Information Technology (IT)" (p. 48). One of the significant impacts of this era is education. Besides, the teachers in this era should utilize technology and apply it in the teaching and learning process in the classroom. As a reason, today, students are required to able to use technology. Puji and Umamah (2018) stated that as one of the 21th-century skills, the students in this millennial era are needed to apply technology to support the learning process. From the statement mentioned, it was in line with Nicholas (2008). He stated that millennial students' characteristics are known as a millennial generation where mostly, the students use the computer literature as learning tools (Nicholas, 2008).

In addition, Olzewski (2016) said that the old ways of teaching are not suitable to serve today's college students. Moreover, Considine, Horton, and Moorman (2009) stated that the computer and the internet have generally been part of their daily and school activities for today's students. Besides, ICT gives the millennial generation have access to get in-depth information than their previous generation (Considine et al., 2009).

Furthermore, Puji and Umamah (2018) asserted technology information positively impacts learners' learning achievements. Moreover, Thakre and Thakre (2015) said that learning media for today's students is technology use, such as using smartphones and other multimedia devices. Besides, millennial students also prefer the activity in the classroom, which can collaborate, connect, and create social change (Pinder-Grover & Groscurth, 2009). Pinder-Grover and Groscurth (2009) found four principles for teaching the millennial generation: facilitating cooperation among students, preparing students for diversity and cross-cultural interaction, cultivating knowledge creation, and promoting engagement inside and outside the classroom. Also, Kraus and Sears (2008) identified that millennial students' perception aims to teach the students in the classroom activity some teaching techniques. This study showed that millennial students preferred discussion, projects, papers, and lab work as their teaching technique preferences. Therefore, the teachers in the millennial era can apply some of the students' teaching technique preferences mentioned above because those are suitable with today's students' expectations.

Effective Language Teacher for Millennial Generation

Teachers in the millennial era have new roles such as guiding, providing mediation, modeling, and coaching active learners (Sharp, 2006 as cited in Keengwe & Georgina, 2013). However, Pierson and McNeil (2000) stated that an effective language teacher for the millennial generation is a teacher who can develop content, pedagogy, and technology strategies at the same time. Another crucial aspect of being an effective language teacher for the millennial generation is a teacher who can be responsible, meaningful, and efficient in integrating technology into the curriculum (Bt Rahamat, Shah, Din, & Aziz, 2011).

On the other hand, teachers should have the appropriate teaching strategy. Flores (2015) pointed out that language teachers in the millennial era should be aware and have proper teaching procedures to increase their motivation and persuade them to acquire a second language. One of the strategies is applying technology in the teaching and learning process (Flores, 2015). In addition, a language teacher should help millennial students comprehend how linguistic and cultural norms operate (Chun, Smith, & Kern, 2016). Besides, a teacher also needs to understand the millennial students to educate them effectively (Phillips & Trainor, 2014).

Methodology

In conducting the study, the researcher used a qualitative research approach. Besides, the study used a descriptive qualitative design to gather the data. A descriptive qualitative design was suitable for the current research as it enables the researcher to explore experiences, opinions, and perceptions (Creswell, 2002). Hence, the recent study is considered suitable to employ descriptive qualitative design to delve deeply into students' perceptions of characteristics of the practical English teacher in the millennial era.

The current study was conducted at a private university in Yogyakarta. There were four students of the English Language Education Department (ELED) as the study participants. Participants in the research were selected to answer research questions and understand the phenomenon under study through employing criteria (Creswell, 2002). Thus, in selecting the participants, the researcher used the requirements for ELED students from batch 2016 to ensure that they have sufficient English experience. Moreover, the participants should already pass the internship program to provide adequate teaching practice experience. Hence, from the teaching practice experience they have, the students became more aware of students' expectations through the characteristics of an effective English language teacher in the millennial era. The researcher used a pseudonym, namely Ratu, Rati, Rina, and Rini, to keep the personal information of the participants. To collect the data, the researcher used an interview, more specifically, by using open-ended items. It was suitable for the current study since it allows researchers and participants to investigate more profound real-life experiences and specific matter points of view (Cohen, Manion & Morrison, 2011). The researcher went through some stages in analyzing the data, such as transcribing the data, member checking, and coding. The current research did member checking to get the credibility of the data to maintain the trustworthiness of the data. Credibility is the truth of the data or the participant's views and the interpretation and representation of them by the researcher (Creswell, 2012). The researcher obtains credibility by describing and verifying the research findings with the participants. The data transcription was consulted to the participants to ensure that the content was suitable to what participants stated in the interview. The result showed that all participants agreed with the transcription of the interview.

Findings

The researcher reported the findings based on the data analysis. There were four main characteristics of effective English teachers found in this study. The results are based on categorizing effective English language teachers by Dincer et al. (2013). It involves socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personality characteristics.

Socio-Affective Skill

Enhancing students' motivation - The first finding related to socio-affective skills was that an effective English language teacher in the millennial era should enhance students' motivation to learn. It improved students' motivation to positively impact the students in the teaching and learning process, affecting their learning performance. It could also help the students to achieve their learning achievement. Therefore, the statement was in line with Shishavan (2010), who stated that an effective English language teacher is a teacher who can increase the students' motivation. Besides, According to Payne and Berry (2011), one of the ways to increase millennial students' motivation in learning is that a teacher should utilize the internet and multimedia in all aspects of education. Hence, an effective English language teacher in the millennial era should use technology in teaching and learning activities to increase students' motivation to learn.

Creating a good classroom atmosphere - The second finding related to socio-affective skills was that an effective English language teacher in the millennial era should create a good classroom atmosphere. It is a comfortable class that could make the students feel pleased to learn during teaching and learning activities in the classroom. It was relevant to Dincer et al. (2013), who said that an effective English language teacher should create a stress-free classroom atmosphere to make learning activities more relaxing. Also, Harper and Jong (2009) pointed out that an effective English language teacher should ensure a welcoming classroom environment for the students. Therefore, the teachers in the millennial era need to ensure that their classroom atmosphere is suitable for millennial students to make them enjoy and feel comfortable joining the class. The millennial generation is ministry implications where the people in the social community need to accept and treat them well as their friends to make them feel comfortable (Marcadante, 2008). Hence, it will make them enjoy the class. Also, it aims to make the teaching and learning process run well.

Having good relations with the students and other teachers - The third finding related to socio-affective skills was that an effective English language teacher in the millennial era should have good relations with students and other teachers. There were two reasons why an effective English language teacher should have good relationships with the students and other teachers. Firstly, when a teacher had a good relationship with students, it could effectively run the teaching and learning process. Also, it could help the students receive the lesson efficiently to develop their proficiency, which could positively impact students' learning achievement. Secondly, when a teacher had a good relationship with the other teachers, it could help them improve their teaching performance to gain good teaching quality.

The above finding was in line with Dincer et al. (2013), who believed that a good relationship with students and fellow teachers is crucial for an effective English language teacher. Similarly, Korkmaz and Yavuz (2011) also thought that to be an effective teacher. They should have a harmonious relationship with people. To conclude, having good relations with the students is one of the crucial aspects of being an effective English language teacher in the millennial era because the millennial generation is an open-minded and friendly people. Also, it can have positive impacts on students' learning performance and teacher's teaching quality.

Understanding the students' character - The fourth finding related to socio-affective skills was that an effective English language teacher in the millennial era should understand students' nature. Understanding the students meant the teacher should know the students' characteristics in their ability and learning problems. Besides, if the teachers understood their students' character, it could make them feel comfortable with the teachers to communicate during the teaching and learning process in the classroom activity.

The finding was in line with Dincer, Goksu, Takkac, and Yazici (2013), who stated that an effective English language teacher is a teacher who knows how to approach students related to their problems during the teaching and learning process. Hence, an effective English language teacher in the millennial era should understand how to approach the students by knowing their characters. The millennial generation is independent, well-educated, confident, upbeat, open-minded, sociable, technically literate, adverse to slowness, and highly informed (Broadbridge, Maxwell, & Ogden 2007). Also, the teacher should know their learning ability, learning problems, and feeling during class activities. It is to gain a successful teaching and learning

process. Besides, it can also make the students feel comfortable during teaching and learning activities in the classroom.

Pedagogical Knowledge

Giving feedback - The first finding related to pedagogical knowledge was that an effective English language teacher in the millennial era should provide feedback. Effective teachers were supposed to give feedback to the students related to their learning progress. Giving feedback on the students' learning performance is essential for students because it can increase their motivation. Besides, through feedback, the students can improve and develop their ability to gain good learning results. However, in giving feedback, the teachers should tell the students in the right way using polite language. Korkmaz and Yavuz (2011) believed that effective teachers' crucial competencies evaluate the students' learning achievement in giving feedback.

Similarly, Dincer et al. (2013) also mentioned that an effective teacher should guide the students with informational feedback about the learning progress. Hence, an effective teacher in the millennial era is believed to evaluate and give feedback to the students related to their learning performance in the classroom. However, the teacher should provide feedback politely. The millennial generation is a sheltered generation where the people should be careful when communicating with them.

Having an excellent ability to explain the lesson - The second finding related to pedagogical knowledge was that an effective English language teacher in the millennial era should have a remarkable ability to explain. A teacher should deliver the lesson comprehensively and straightforwardly and give a related example. Besides, a teacher should also present in an excellent sequence to ease the students to understand and receive it well. Likewise, the finding was relevant to some previous studies. Betson et al. (2001), as cited in Arikan et al. (2008), believed that effective teachers should offer the lesson to the students clearly and understandably.

Similarly, Korkmaz and Yavuz (2011) asserted that effective English language teachers could comprehensively transfer their knowledge to students. Besides, an effective English language teacher should have particular abilities to explain the lesson (Dincer et al., 2013). For example, teachers should have an appropriate teaching strategy. Flores (2015) pointed out that language teachers in the millennial era should be aware and have proper teaching procedures to increase their motivation and persuade them to acquire a second language. One of the strategies is

applying technology in the teaching and learning process (Flores, 2015). Therefore, an effective English language teacher in the millennial era should have an appropriate strategy in explaining the lesson to help the students understand, such as using and applying technology in teaching and learning activities. Also, regarding the proper procedure to explain, the teacher should deliver the material clearly and in detail using a simple way for the students to ease the students.

Ensuring the students' understanding of the lesson - The third finding related to pedagogical knowledge was that an effective English language teacher in the millennial era should provide the students' understanding of the lesson. It was important for an effective teacher to ensure the students' knowledge by clarifying what students did not understand and made them dare to ask the teacher. Besides, it could be helpful if a teacher explained the lesson and instruction more than once until the students understood the lesson. Harper and Jong (2009) stated that an effective English language teacher should know how to make explicit instruction through some strategies. Hence, an effective English language teacher in the millennial era is a teacher who makes sure that the students understand the lesson and instruction given more than a one-time explanation.

In contrast, the teacher is supposed to implement the student-centered approach (SCA) in the classroom, where the teachers are facilitators for the students in the teaching and learning process. However, the participants argued that the teacher in the millennial era should explain the lesson and instruction more than once. Therefore, the teacher also needs to ensure the students' understanding of the lesson and instruction given. Besides, a teacher should know how to approach the students in making them feel free to ask the teacher about the lesson being taught in the classroom.

Having the lesson plan - The fourth finding related to pedagogical knowledge was that an effective teacher should have a lesson plan. It is because the lesson plan has some advantages. Firstly, the lesson plan made teaching and learning activities more organized. Secondly, the students could know what actions could be done in the class and prepare them for the lesson. Haryadi (2018) pointed out that an effective English language teacher is a teacher who uses and applies the materials written in the lesson plan. Besides, according to Arikan (2010), the teachers must use the lesson plan in the teaching and learning process to create conducive learning. However, having a lesson plan is one of the characteristics of an effective English language

teacher, which also appears in the previous generations. Besides, the activities written in the lesson plan should be various and suitable to millennial students' demands. Therefore, from the statements mentioned, the lesson plan is necessary for teaching and learning activities. Through the lesson plan, a teacher can create the teaching and learning process run effectively.

Utilizing and applying technology - The fifth finding related to pedagogical knowledge was that an effective English language teacher in the millennial era should use and apply technology. There were some media which the teachers should apply in the teaching and learning process. These media were divided into two core categories, namely visual media and audio-visual media. Visual media used the Powerpoint presentation, Prezi, Canva, and Story Bird. Moreover, in audio-visual media, the teacher could utilize YouTube videos. Also, a teacher could use games as teaching media in the classroom. Hence, if a teacher applied those teaching media, it could make the students more interested in following the class, increase their motivation to learn, enjoy the course, make learning activities more fun, and ease the students to understand the lesson.

Thakre and Thakre (2015) said that learning media for students is mostly about technology using smartphones and other multimedia devices. Similarly, Dincer et al. (2013) stated that an effective English language teacher is a teacher who integrates technology in the teaching and learning process. Furthermore, an effective teacher should incorporate games into the teaching and learning process (Arikan et al., 2008). Besides, Payne and Berry (2011) pointed out that teachers are encouraged to utilize the internet and multimedia in all facets of education to increase millennial students' motivation in learning. Technology is essential to teach the students of the millennial generation. Then, the teacher should utilize and apply it in teaching and learning activities using videos, games, and other multimedia devices. When the teachers apply technology in their teaching activities, it can give several advantages in the teaching and learning process. For example, the students become more interested in joining the class, increase their motivation to learn, make them enjoyable in learning activities, and ease them from understanding the lesson.

Allowing students to write a reflection - The sixth finding related to pedagogical knowledge was that an effective teacher should allow the students to write a reflection. It enables students to share their opinions and suggestion to the teachers' teaching performance. Arikan (2010) believed that teachers should value and respect students' judgments. Also, Korkmaz and Yavuz

(2011) pointed out that effective teachers should know how to develop their teaching ability as a teacher. Therefore, it is essential to allow the students to write a reflection because it positively impacts teachers' teaching performance. However, in the millennial era, teachers can utilize technology as a platform for the students to write a reflection. Besides, the teachers should respect students' opinions and evaluate their teaching performance to improve their teaching quality in the classroom.

Controlling class activities - The seventh finding related to pedagogical knowledge was that an effective teacher should control class activities. The teacher should control class activities during the teaching and learning process in the classroom by moving around the class to make sure that the students understand the learning topic and give feedback on their group work. Sharp (2006) said that in the millennial era, the new roles of teachers include guiding, providing mediations, modeling, and coaching active learners (in Keengwe & Georgina, 2013). To sum up, an effective English language teacher in the millennial era should control students' activity during the teaching and learning process.

Knowledge Subject-Matter

Being knowledgeable - The first finding related to subject matter knowledge was that effective teachers should be knowledgeable. It is crucial to make the teachers be able to answer every student's question in the classroom. Also, when the students have knowledgeable teachers, it can increase their motivation to be intelligent people. Arikan et al. (2008) stated that an effective English language teacher is a teacher who has good knowledge. Besides, Dincer et al. (2013) believed that the more teachers are knowledgeable and the more effectively they can teach, the more successful they will gain. Therefore, good knowledge can make them teach the students effectively and help the students be knowledgeable people.

Mastering English - The second finding related to subject matter knowledge was that an effective English language teacher in the millennial era should master English. The teachers should understand the English subject, including vocabulary, pronunciation, and grammar, because it will ease them to transfer the knowledge to the students. It is the reason why an English language teacher should have correct pronunciation and grammar. The teacher becomes the students' role model to imitate the teacher on pronouncing and writing the word correctly. That way, when the teachers have correct pronunciation and grammar, it helps them improve their

English proficiency. As mentioned by Dincer et al. (2013), effective teachers should master a specific subject. In addition, Arikan et al. (2008) said that effective English language teachers should correct pronunciation. Besides, they should be able to write in English well (Shishavan, 2010). Therefore, an effective English language teacher in the millennial era is a teacher who masters English subjects through vocabulary, pronunciation, and grammar, which can positively impact students' English proficiency.

Personality Character

Being an intelligent teacher - The first finding related to personality character was that an effective English language teacher in the millennial era teacher must be innovative in three aspects: knowledge of the subject, time management, and classroom activity management. For this reason, an intelligent teacher can enhance students' motivation to be innovative as well. Arikan et al. (2008) stated that an effective English language teacher is a teacher who has good knowledge of English. Besides, an effective English language teacher should also increase the students' motivation (Shishavan, 2010). To conclude, an effective English language teacher in the millennial era should be innovative because it can positively impact their teaching performance and students' motivation in learning.

Being a caring teacher - The second finding related to personality character was that an effective English language teacher in the millennial era should be devoted. Effective teachers should know how to approach the students by getting to know the students' names and ask about their learning problems to create a good relationship between teacher and students. Also, when the teacher cares for the students, it can increase their motivation to follow teaching and learning activities. Dincer et al. (2013) believed that to be an effective English teacher. A teacher must care for the students. Similarly, Arikan et al. (2008) thought that an effective teacher is a caring person. Caring for students is an essential characteristic of an effective English language teacher in the millennial era because it can give positive advantages to students related to their learning motivation.

Being a friendly teacher - The third finding related to personality character was that an effective English language teacher in the millennial era should be warm and friendly. This type of teacher can make the students feel comfortable with the teacher and dare to ask anything. Besides, it also makes them dare to tell the teachers about their teaching performance in the

classroom. Arikan et al. (2008) said that they should be friendly to students to be an effective teacher. In addition, Shishavan and Sadeghi (2009) stated that a teacher should know how they behave towards the students. Therefore, from the statements mentioned, an effective teacher should be friendly because the students will feel comfortable with them. Also, it can influence the students toward teaching and learning activities in the classroom better.

Being a disciplined teacher - The fourth finding related to personality character was that an effective English language teacher in the millennial era should be disciplined. A teacher should have discipline in all aspects by coming on time to the class. Besides, a teacher should make the students be discipline, such as giving the criteria to students on how to dress appropriately and determining the assignment due date. Furthermore, a discipline teacher will help the students to be disciplined people.

Similarly, Walker (2008) claimed that one of the characteristics of an effective English language teacher is the one who starts the class on time. Moreover, according to Harper and Jong (2009), an effective English language teacher is a teacher who should be able to give explicit instruction to students. Hence, a teacher should be discipline to make teaching and learning activity run well. Also, when a teacher is disciplined, it can make the students be disciplined people as well. Therefore, being discipline is vital for teachers and students.

Being a creative teacher - The fifth finding related to personality character was that an effective English language teacher in the millennial era should be creative. The teacher should be creative in explaining the lesson using the appropriate teaching and learning strategies to make learning activities more fun. Arikan et al. (2008) noted that an effective English language teacher is a teacher who becomes the creative person to teach the students. Besides, effective teachers should innovate their teaching strategies (Arikan et al., 2008). Hence, to be an effective English language teacher in the millennial era, the teacher should be creative in applying teaching and learning strategies in the classroom, which is appropriate to the students and class situation. Thus, it is to make the students feel enjoyable in attending class activities.

Being a kind teacher - The sixth finding related to personality character was that an effective English language teacher in the millennial era should be kind. For a reason, it aims to make the students dare to ask about the lesson in the classroom. Besides, it also will make the students feel comfortable to join the class. Dincer et al. (2013) discovered that an effective English language

teacher is a kind person. Besides, an effective teacher should not be authoritative to the students (Arikan et al., 2008). Therefore, an effective English language teacher in the millennial era should be kind because it will make the students feel comfortable to follow teaching and learning activities. Also, it can make the students dare to ask the lesson during the teaching and learning process.

Being a patient teacher - The seventh finding related to personality character was that an effective English language teacher in the millennial era should be patient. The teacher should be patient in some aspects to control emotions while teaching and deliver the lesson patiently. Dincer et al. (2013) explained that an effective English language teacher should be a patient person to teach the students. From those statements, practical English language teachers are supposed to explain the lesson to the students in the classroom.

Being a humorous teacher - The eighth finding related to personality character was that an effective English language teacher in the millennial era should be amusing. A teacher must have a sense of humor in teaching. There are some reasons why an effective English language teacher must have a sense of humor. Firstly, a sense of humor can increase students' motivation to learn. Secondly, a sense of humor can enhance students' learning interest and become more enthusiastic to follow teaching and learning activities. Besides, when a teacher has a sense of humor in teaching, it makes them feel comfortable and fun during classroom activities. Kormak and Yavuz (2011) thought that an effective English language teacher should have a sense of humor. Similarly, Arikan et al. (2008) pointed out that they should be humorous to be effective teachers. Hence, an effective teacher should be a clever person because it can positively impact the teaching and learning process and the students' academic achievement.

Being a responsible teacher - The ninth finding related to personality character was that an effective English language teacher in the millennial era should be accountable. They should make the students understand the lesson taught in the classroom. Similarly, Korkmaz and Yavuz (2011) asserted that an effective teacher should know how to act as a teacher. Besides, the teacher also should deliver information to the students in a clear and comprehensible way (Betson et al. 2001, as cited in Arikan et al., 2008). From the statements, practical English language teachers are responsible for making the students understand the lesson taught in the classroom.

Being an open-minded teacher - The tenth finding related to personality character was that an effective English language teacher in the millennial era should be open-minded. A teacher should be open-minded and discuss with students related to the lesson, classroom, and school activities. Similarly, Arikan (2010) and Dincer et al. (2013) believed that open-mindedness is one of the crucial characteristics of an effective teacher. Therefore, the teachers in the millennial era need to be open-minded to discuss with the students outside the classroom.

Being a professional teacher - The eleventh finding related to personality character was that an effective English language teacher in the millennial era should be experienced and skilled. Also, they should separate their profession from their problems. Then, when the teachers have their problems, they must still do their job well to deliver the lesson to the students. Korkmaz and Yavuz (2011) mentioned that effective English language teachers should know how to act. Besides, a teacher should know how they behave towards them (Shishavan & Sadeghi, 2009). Therefore, effective teachers should be professional when teaching students and separate between the profession and their problems.

Conclusion and Implication

The findings showed that effective English language teachers in the millennial era are supposed to utilize and apply technology in teaching and learning activities. For this reason, using and applying technology in teaching and learning activities can enhance students' motivation in learning. Besides, technology can also increase students' interest to join the class.

Moreover, practical English language teachers in the millennial era should have various teaching strategies suitable for millennial students' demands. Effective teachers in the millennial generation should also be creative in applying teaching and learning strategies in the classroom, which is appropriate to the students and class situation. It is to make the students feel enjoyable in attending class activities. Besides, the teachers should be open-minded and discuss with students related to the lesson, classroom, and school activities outside the classroom.

The findings imply that the teachers in the millennial era should maintain and improve several characteristics of effective English language teachers that appear in previous generations. Those characteristics including; giving feedback, having good ability in explaining the lesson, ensuring students' understanding, having lesson plan, utilizing and applying technology, allowing

students to write a reflection, controlling class activities, being knowledgeable, mastering English, being smart, being caring, being friendly, being discipline, being kind, being patient, being humorous, being responsible, and being professional.

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