

## **CHAPTER TWO**

### **REVIEW OF LITERATURE**

This chapter reviews the literature in five main areas: characteristics, teachers' roles, theories of improving memory, teaching techniques and relevant studies.

#### **2.1 Characteristics**

In this part, theories of characteristics and characteristics of good teachers will be mentioned.

##### **2.1.1 Theories of Characteristics**

One factor that attracts students to study with a tutor is a prominent characteristic. Those well-known tutors have certain characteristics which are probably different from those of conventional teachers. A general psychological theory of characteristics known as "The Big Five Dimensions of Personality" will be presented to find out what type of tutors' personality that most students want to study with.

Allport and Odbert (quoted in Cloninger, 2000) carried out a study on the lists of words that could best define all of the "traits" in the 1925 edition of *Webster's New International Dictionary* to describe individuals. Morris (1998) said that they found nearly 18,000 words that might refer to personality traits and called traits as "dispositions". However, the term "trait" or "disposition" became everyday language as "characteristic" (Cloninger, 2000). Kosslyn and Rosenberg (2006, p.489) gave the definition of Personality trait as "a relatively consistent characteristic exhibited in different situation. The word "trait"-- which is especially used in the terms of psychology-- personality and characteristic can be used interchangeably.

The term "personality" has been defined in various ways. Fox and Prilleltensky (1997, p.87) stated that personality is "human nature, individuality, experience, self, character, identity and psyche. Each of these terms overlaps considerably with at least one definition of personality. Within psychology, few terms encompass so great a scope," and added that "A theory of personality is a set of concepts for understanding the actions and experiences of human individuals," as well as Grivas and Carter (2005, p.473), whereas Feldman (1993, p.480) gave a slightly different opinion. He stated that personality was also concerned with situation.

Feldman indicated that “personality is the sum total of characteristics that differentiate people, or the stability in a person’s behavior across different situations.”

Carlson, Martin, and Buskist (2004, p.582) claimed that “personality is a particular pattern of behavior and thinking that prevails across time and situation and differentiate one person from another.” while Schultz and Schultz (1994, quoted in Grivas & Carter, 2005, p.374) supported the importance of different situations. They said that personality is “the unique, relatively enduring internal and external aspects of a person’s character that influence behavior in different situations.”

Psychologists are considerably interested in determining what the main factors of personalities really are. McCrae and Costa (1992, quoted in Pervin, Cervone & John, 1996) categorized the traits of humans into five groups called “The Big Five Superfactors and Their Traits or The Big Five Dimensions of Personality.” Each dimension is illustrated as follows:

*Neuroticism* describes a broad range of negative feeling, including anxiety, sadness, and nervous tension.

*Extraversion or Extroversion* summarizes traits that are interpersonal. It captures how people interact each other.

*Agreeableness* concerns the quality of individual in terms of thoughts, feeling and actions.

*Openness* describes an individual’s mental and experiential life.

*Conscientiousness* describes task-and-goal-directed behavior.

**Table 3. The Big Five Dimensions of Personality**

Characteristics of the High Scorer	Trait Scales	Characteristics of the Low Scorer
Worrying, nervous, emotional, insecure, inadequate,	<b>NEUROTICISM</b> Assesses adjustment VS. emotional instability. Identifies individuals prone to psychological distress, unrealistic ideas	Calm, relaxed, unemotional, hardy, secure, self-satisfied
Sociable, active, talkative, person-oriented, optimistic, fun-loving, affectionate	<b>EXTRAVERSION</b> Assesses quantity and intensive of interpersonal interaction, actively level, need for stimulation and capacity for joy	Reserved, sober, aloof, task-oriented, retiring, quiet

**Table 3. (Continued)**

Characteristics of the High Scorer	Trait Scales	Characteristics of the Low Scorer
Curious, broad interests, creative, original, imaginative, untraditional	<p><b>OPENNESS</b></p> <p>Assesses proactive seeking and appreciation of experience for its own sake, toleration for and exploration of the unfamiliar</p>	Conventional, down-to-earth, narrow interests, unartistic, unanalytical
Soft-hearted, good-natural, trusting, helpful, forgiving, gullible, straightforward	<p><b>AGREEABLENESS</b></p> <p>Assesses the quality of one's interpersonal orientation along a continuum from compassion to antagonism in thought, feelings, and actions</p>	Cynical, rude, suspicious, uncooperative, vengeful, Ruthless, irritable, manipulative
Organized, reliable, hard-working, self-disciplined, punctual, scrupulous, neat, ambitious, persevering	<p><b>CONSCIENTIOUSNESS</b></p> <p>Assesses the individual's degree of organization, persistence, and motivation in goal-directed behavior. Contrasts dependable, fastidious people with those who are lackadaisical and sloppy</p>	Aimless, unreliable, lazy, careless, lax, negligent, weak-willed, hedonistic

Source: Costa & McCrae, 1992, p.2 (as cited in Pervin, Cervone and John, 2005)

Studying people in terms of their personality traits has practical value. Identifying a person's traits allows us to know the person better. Also, the traits that we have influence our health, the way we think, how well we do in a career, and how well we get along with others. (Larson & Buss, 2002; McCrae & Costa, 2001, quoted in Santrock, 2002)

According to the theories of personality above, it can be summarized that personality is an individual's uniqueness which includes various aspects that differentiate one person from another whether or not situations are concerned.

### **2.1.2 Characteristics of Good Teachers**

This part will present characteristics and qualifications of good teachers by many educators, who have their own opinions.

Effective teachers are expected to have an active role in directing all students' learning. Their hard routines are to take their students to reach goals and objectives and educate students to have key skills and concepts clearly and concisely, and use questions to check students' understanding. (Brophy & Good, 1986; Stalling, 1985, quoted in Meese, 1994).

Sadker and Sadker (2000) pointed out the qualifications of being a teacher called "Evaluation of Socrates" which are composed of five factors: person qualification, class management, teacher-pupil relationship, techniques of teaching and professional attitude while the Interstate New Teacher Assessment and Support Consortium or INTASC (quoted in Sadker & Sadker, 2000) proposed the qualifications for licensing beginning teachers as follows: knowledge of subject matter, human development and learning, diversity in Learning, variety of instructional strategies, motivation and management, communication skills, instructional planning skills, assessment, reflection and responsibility and relationships and partnerships. These concepts are slightly different from the qualifications of effective teachers of Rosenshine (1983, quoted in Meese, 1994). Rosenshine exhibited six specific teacher behaviors that effective teachers should be reviewing and reteaching previous work, clearly presenting new concepts and skills, providing supervised student practice in order to check understanding, giving immediately positive and corrective feedback during practice sessions and reteaching if necessary, providing structured independent practice opportunities to promote mastery and using periodic reviews to ensure maintenance of concepts and skills.

Also, Sadker and Sadker (2000) summarized how to be good teachers in their own opinion. They said that good teachers must: (1.) know their subject matter, (2.) be enthusiastic about teaching and their subject area, (3.) develop deep rather than shallow knowledge, (4.) connect new learning to prior knowledge, (5.) spend the major part of class time on academic activities, (6.) teach content at a level that ensures a high rate of success, (7.) be organized, (8.) structure learning experiences carefully, (9.) ensure that students have sufficient time to practice skills, (10.) clearly

present both directions and content information, (11.) maintain high student interest and engagement, (12.) actively monitor students progress, (13.) involve all students (not just volunteers) in discussions, (14.) ask both higher-and lower-order questions as appropriate to the objectives of the lesson, (15.) use adequate wait time (the amount of time a teacher waits for a student's response after a question is asked and the amount of time following a student's response before the teacher reacts), (16.) provide clear academic feedback, (17.) vary student activities and procedures, (18.) hold high regard for students and treat them with respect, and (19.) build classroom learning communities

Additionally, Hessong and Weeks (1987, pp.452-457, quoted in Theerasak Eakkaraborworn, *ธีรศักดิ์ อัครบวร: 2544*) summarized the characteristics of a good teacher as (1.) being knowledgeable, (2.) being humorous, (3.) being flexible, (4.) being upbeat, (5.) being honest, (6.) being clear and concise, (7.) being open, (8.) being patient, (9.) being a role model, (10.) being able to relate theory to practice, (11.) being self confident, (12.) being diversified, and (13.) being well groomed and having personal hygiene.

Nakrob Pimkhaw (นักรบ พิมพ็ขาว, 2551) stated the qualifications of good teachers, some of which are similar to those of Hessong and Weeks. He stated that tutors should have these factors: (1.) being knowledgeable, (2.) being able to transfer his or her own knowledge to students understandably, (3.) having the art of speaking, especially persuasive speaking to stimulate students to learn, (4.) having good personality, (5.) being good-looking, and (6.) love the career of teaching.

Also, Fontana (1986) believed that successful teachers should have these characteristics: understanding, warm, friendly, responsible, systematic, stimulating, imaginative and enthusiastic, and he also added an interesting suggestion that successful teachers tend to be rather conventional and non-progressive in their attitude.

## **2.2 Teacher Roles**

This part will explain the role of being a teacher in various aspects. Not only the role of teachers but also the role of instructors on-line will be presented together

as some of their roles are very similar and can support each other. Also, these roles will help to clarify the roles of tutors, which this study wants to explore.

Travers, Elliott and Kratochwill (1993) divided the teacher roles into four types: instructor, classroom manager, communicator, decision maker.

The teacher role is concerned with gaining attention, clear objectives, reviewing, guiding learning, providing feedback whereas the classroom management role is concerned with maintaining class control, formulating routine, planning assignments, and establishing classroom rules. The communicator role is about clear dialogue with students, successful relations with colleagues, positive interactions with administrators and keeps parents informed. The decision maker role is about student achievement, student behavior, curriculum, school policy and parental input. These teacher roles are expanded by Berge (1995) but it is the role of instructor on-line. Berge (1995) stated the role of the online instructor/facilitator interestingly and informatively that it comprises four areas: pedagogical recommendations, social recommendations, managerial recommendations, and technical recommendations.

**Pedagogical Recommendations** are composed of (1.) having clear objectives, (2.) maintaining as much flexibility as you can, (3.) encouraging participation, (4.) maintaining a non-authoritarian style, and (5.) being objective.

**Social Recommendations** are composed of (1.) watching the use of humor or Sarcasm, (2.) using introductions, (3.) facilitate interactivity, (4.) not ignoring bad discussant behavior, and (5.) expecting that flames may occur.

**Managerial Recommendations** are composed of (1.) distributing a list of Participants, (2.) being responsive, (3.) being patient, (4.) synchronize and resynchronize, (5.) being mindful of the proportion of instructor contribution to the conference, (6.) procedural leadership, (7.) being clear, (8.) no overloading, (9.) change misplaced subject headings, (10.) handling tangents appropriately, (11.) varying participants' amount of contribution, (12.) student leaders, (13.) preparation time, (14.) ending the sessions, and (15.) having experienced instructors.

**Technical Recommendations** are composed of (1.) using technical support, (2.) providing feedback, (3.) developing a study guide, (4.) providing time to learn, (5.) new methods of indicating feedback, and (6.) giving direction.

Other researchers support Berg's summary. Woolfolk (2004), for example, mentioned the duties of beginning teacher that teachers should regard maintaining classroom discipline, motivating students, accommodating differences among students, evaluating student work and dealing with parents. However, Travers, Elliott and Kratochwill (2005) presented several categories of teacher roles called "The Art of teaching," which composes of (1.) **Communication** – body language, voice intonation, eye contact, (2.) **Perception** – mood of the class, a sensitivity to students and a capacity to adapt, (3.) **Cooperation** – using humor, allowing students to choose activities and providing opportunities for students' recognition, and (4.) **Appreciation** – job satisfaction. Likewise, Seifert (1999) noted that teaching roles influence relationships with students and their learning. He categorized them and called the "Three Teaching Roles" as instructional manager, caring person, and generous expert.

In conclusion, teacher roles are mainly concerned with the ability to teach students, control the class, being satisfied with the career of teaching, and disciplining students.

### 2.3 Theory of Improving Memory

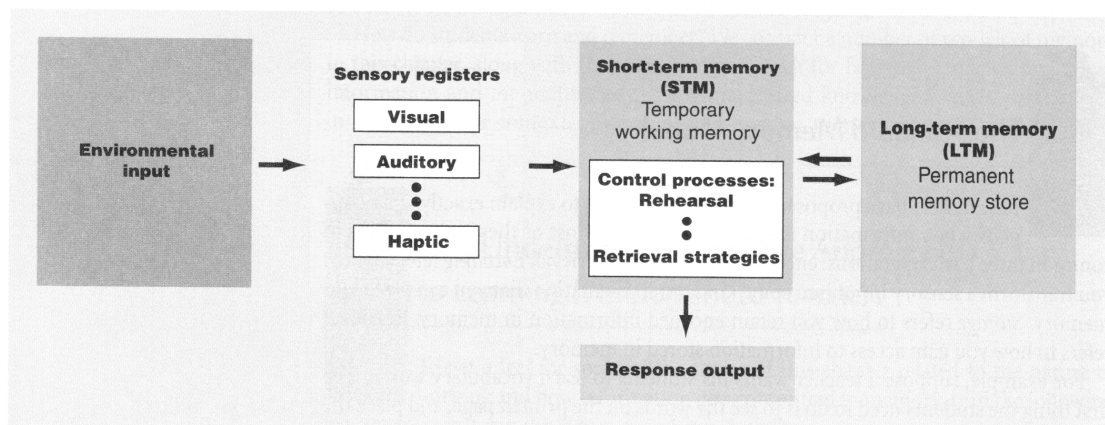
Sudarat Sirimuang and Namfon Kullaya (สุดารัตน์ ศิริเมือง และ น้าฝน กัลญา, 2549, น. 83) pointed out one of the factors that influence students to become addicted to instructors or teachers is because those tutors teach them the way to memorize effectively and practically.

Mischel (1980) stated that a close attention observation normally creates effective learning. People observe all models with different interest, so they can select what they want to remember. Between the modeled information and the model's personal characteristics, the modeled information tend to influence the memorization more than the person characteristics because people attend to the information through their behavior. Mischel (1980) also stated three conditions that help effective learning namely qualities of the potent models, qualities of the potent stimuli and improving memory.

Kalat (2005) compared the information-processing model of memory with the function of a computer. He mentioned that memory refers to the process of retaining information and the information retrieved.

Sternberg and Williams (2002), Atkinson and Shiffrin (1968, quoted in Kalat, 2005) and Woolfolk (2004) explained that information first enters a sensory store (like the computer's buffer). Some of that information is stored in short-term memory (like RAM), and some short-term memory is transferred into long-term memory (like a hard disk). Eventually, a cue from the environment causes the system to retrieve information from storage. Kosslyn and Rosenberg (2006, p.281) supported the idea that rehearsal is important and it is a way to move information into long-term memory. To sum up, the information-processing model of memory resembles a computer's memory system, including temporary and permanent memory. The summary of their explanation can be clarified by figure 1.

**Figure 1. Characteristics of three memory stores in the standard memory model.**



*Source: Educational psychology (p.270), by Sternberg and Williams (2002).*

Paivio (1971, quoted in Kosslyn & Rosenberg, 2006) also proposed a way to improve memory. He stated that pictures are generally remembered better than words. Illustrations help improve memory for text (Levis & Lentz, 1982; Levin et al., 1987 as cited in Kosslyn & Rosenberg, 2006), particularly if they are presented before the text.

Lockhart (1972, quoted in Kosslyn & Rosenberg, 2006, p. 286) mentioned about variations in processing. He stated that memory can be improved if it consists of the number and complexity of the operations used when you process information.

Bousfield (1953, quoted in Kosslyn & Rosenberg, 2006, p. 288) mentioned a way to improve memory called hierarchical organization. Hierarchical organization or categorization is grouping words which are in the same group together. It will help participants learn and help improve memory and easy to recall if newly presented words are categorized.

As a result, Nakrob Pimkhaw (นักรบ พิมพ์ขาว, 2551) proposed the method of “Differentiation.” He emphasized the importance of tutors’ personality which makes them more outstanding than other tutors. With “Differentiation”, students can memorize both tutors and contents longer than normal, and also students can retrieve the information which tutors teach more quickly. The process of differentiation is similar to the “iconic store”, which is the sensory store in the visual modality (Sperling, 1960, quoted in Eysenck, 2005).

## **2.4 Teaching Techniques**

This part will focus on teaching techniques and teaching models that tutors use to increase ability in memorizing, so some of this part will sometimes relate to the last part, theory of improving memory.

Shuell (1986, quoted in Schunk, 2000, p.2) said “Learning is an enduring change in behavior, or in the capacity to behave in given fashion, which results from practical or other forms of experience.” Schunk (2000, p.1) supported this idea and added that “Learning involves the acquisition and modification of knowledge, skills, strategies, belief, attitude, and behavior.” Consequently, psychologists agree that differences among learners and in the environment can affect learning and categorized learning into two groups: Behavioral and Cognitive theories (Schunk, 2000, p.12).

Behavioral theories emphasize the role of the environment. The psychologists believed that learning requires arranging stimuli and they view learning as a change in the form of frequency of behavior.

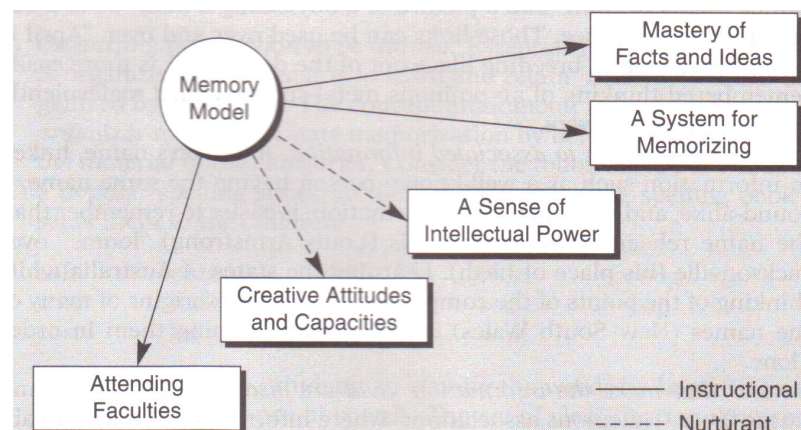
Cognitive theories assign a prominent role to memory, moreover, cognitive theories view motivation and learning as related but not identical. Cognitive theories focus on the importance of learners' thought, beliefs, attitudes, and values.

Sadker and Sadker (2000) stated that the four basic steps called *pedagogical cycle* are the cycle that 85 percent of teachers use over and over in classroom interaction. They are composed of

1. Structure: The teacher provides information, provides direction, and introduces topics.
2. Question: The teacher asks a question.
3. Respond: The student answers the question, or tries to.
4. React: The teacher reacts to the student's answer and provides feedback.

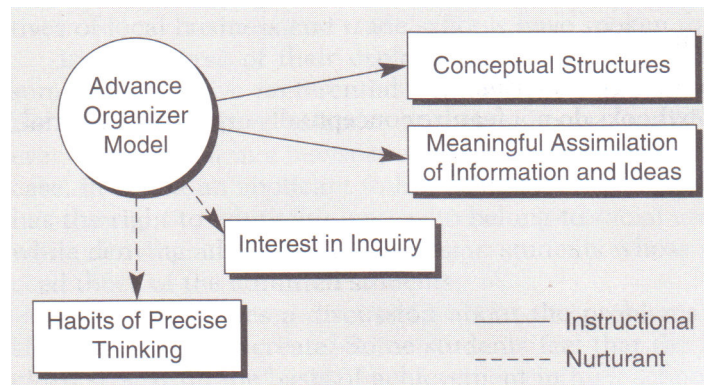
Joyce and Weil (1996) explained some models which concern the human ability in memorizing, both of which are the memory model and advance organizer model. The memory model is specially designed to increase the capacity to store and retrieve information. It should help and develop a sense of intelligence power (a growing consciousness of the ability to master unfamiliar material), as well as imaginary skills and attention to one's environment. The processes of this model are attending to the material, developing connections, expanding sensory images and practicing recall. Joyce and Weil believed that this model can strengthen the capacity for remembering particular materials, and also help students be more effective memorizers, as shown in figure 2.

**Figure 2. Memory model**



The other model is about how students gain perspective on the entire area being studied. The advance organizer model is beneficial to structure extended curriculum sequences and to instruct students systematically in the key ideas of a field. Step by step, major concepts are explained and integrated. This model can also be used to teach the skill of effective perception learning. Students are taught to construct critical thinking and cognitive reorganization. Joyce and Weil believed that students can apply these techniques independently to new learning. This model can increase effectiveness in reading and watching films, and in other *perception* activities, as summarized in figure 3.

**Figure 3. Advance Organizer Model**



Sadker and Sadker (2000) proposed “Teaching Tips for Different Learning Styles” and stated that students have preferred learning styles and those styles will increase educational success. Teachers have to use a variety of instructional approaches to reach the satisfaction of all students. Three categories of learning styles are

1. Visual Learners – This style is suitable for students who like to gain information by seeing. Teachers should present information through textbooks, charts, graphs or instructional aids.
2. Kinesthetic Learners (also called haptic or tactile) – This style is appropriate for students who like doing. Teachers should plan the lesson for student to have a chance to move, and encourage them to gain knowledge by a presentation or independent study.
3. Auditory Learners – This style is suitable for students who like studying by hearing. Teachers should encourage students by providing audiotapes, and let

them speak out loud. (This style is successful in tutorial schools which use songs for students to remember.)

Tassana Khammanee (ทศนา เขมมณี, 2548) categorized instructions into three groups: Teacher-Centered Instruction and Student-Centered Instruction and Instruction Without Teacher. Teacher-Centered Instruction is the traditional perspective on teaching. This instruction views the teacher as the person with the knowledge to impart, and the students as the people who learn the knowledge to impart (Sternberg & Williams, 2002). Tassana Khammanee proposed Direct Instruction as a part of Teacher-Centered Instruction. Joyce and Weil (1996) stated that “it is a pattern of teaching that consists of the teacher’s explanation of a new concept or skill to a large group of students, having them test their understanding by practicing under teacher direction, and encouraging them to continue to practice under teacher guidance.”

Woolfolk (2004) summarized the basic requirements and strategies for encouraging student motivation to learn as follows: **Fulfill basic requirement** consists of (1.) providing an organized class environment, (2.) being a supportive teacher, (3.) assigning challenging, but not too difficult, work, and (4.) making tasks worthwhile, **Build confidence and positive expectations** consists of (1.) being work at the students’ level, (2.) making learning goals clear, specific, and attainable, (3.) stressing self-comparison, not competition, (4.) communicating that academic ability is improvable, and (5.) being model good problem solving, **Show the value of learning** consists of (1.) connecting the learning task to the needs of the students, (2.) tying class activities to the students’ interest, (3.) arousing curiosity, (4.) making the learning task fun, (5.) making use of novelty and familiarity, (6.) explaining connections between present learning and later life, (7.) providing incentives and rewards, if needed, **Help students stay focused on the task** consists of (1.) giving students frequent opportunities to respond, (2.) providing opportunities for students to create a finished product, (3.) avoiding heavy emphasis on grading, (4.) reducing task risk without over-simplifying the task, (5.) motivating students to learn, and (6.) teaching learning tactics.

In addition, Bragstad (1987) suggested that a way to increase a long-term memory for students is to teach vocabulary through songs, as the meaning of this specialized vocabulary must be stored in the long-term memory so that it is available for immediate recall as one sings or plays the music. While Travers, Elliott and Kratochwill (1993, pp.240-241) suggested that questioning was one of teaching's most common and most effective techniques. Some teachers ask a great number of questions to improve students' thinking skills. Sanders (1966, quoted in Travers, Elliott & Kratochwill, 1993, pp.240-241) categorized classroom questions into seven levels as follows:

1. Memory – the step that recalls or recognizes previous learned ideas
2. Translation – the step that restates an idea in a different manner
3. Interpretation – the step that compares ideas or uses an idea to solve a problem
4. Application – the step that uses an idea to solve a problem when not told to do but when the problem requires
5. Analysis – the step that solves a problem following logical steps
6. Synthesis – the step that creates something with data you are given
7. Evaluation – the step that makes a value judgment

In summary, teaching techniques that are mentioned in this part are mainly concerned with the processes that make students remember longer.

## **2.5 Relevant Studies**

Relevant studies which were presented in this study are concerned with the characteristics of teachers (conducted by Supawadee Meepien, Narumon Bunnim, and Ratchaneewan Tangpakdee) , factors influencing the decision to apply to a tutorial school (conducted by Sukuma Deesawas and Pitima Menman), factors affecting teaching effectiveness (conducted by Pranee Sae-Wong), and teaching techniques (conducted by Sribangorn Juisiri).

Supawadee Meepien (ศุภวดี มีเพ็ชร, 2550) studied the qualifications of special education teachers. She found that desirable qualifications of special education teachers were categorized into three groups: knowledge, respectability and morality.

She also found that some desirable additional qualifications are important for being a special education teacher. Some of those are perceptiveness, endurance, benevolence, calmness, sacrifice, readiness to be a giver, devotion of time for special students. Special education teachers have to understand the nature, behavior, and development of special students.

Narumon Bunnim (นฤมล บุณนิม, 2544) studied the characteristics and the process of knowledge of Thai teachers in the past and at present. She found that there are 27 important characteristics and 17 processes of knowledge transmission of Thai teachers. The wisdom of Thai teachers were identified by fifteen attributes such as integration of academic subject matter, actual experience of teaching, inculcation of good moral habits, characteristics of particular learners with various traits. Good teachers were smart and intelligent and were able to utilize many teaching techniques for effective learning. Teachers mastered what they taught and good teachers acquired knowledge, principles, concepts and how to acquire them.

Sukuma Deesawas (สุกมา ดีสวาสดี, 2550) investigated the perception of parents towards “Enconcept,” an English tutorial school. She found that the image of Enconcept was divided into four areas: image of service, image of organization, image of price, and image of administration. The overall perception to this institute was good. A part of her study stated that the image of “Enconcept” that should be preserved and continue keeping its good quality. There are 12 good comments from parents towards the institute: (1.) good curriculum, (2.) fast service, (3.) good teaching techniques, (4.) atmosphere in classroom, (5.) the staff of the institute, (6.) live teaching (not by TV), (7.) teaching with fun, (8.) the knowledge gained from this institute is applicable, (9.) the familiarity between teachers and students, (10.) the officers in the institute are friendly and helpful, (11.) modern contents, and (12.) different teaching styles from other institutes. Additionally, a part in her findings stated that many tutorial schools have developed tactics for teaching; for example, one institute created a tactic in memorizing vocabulary called “Magic Filter,” and another one called “Memolody”, both of which are the mixtures of grammar and vocabulary with the rhythm of songs.

Ratchaneewan Tangpakdee (รัชณีวรรณ ตั้งภักดี, 2548) studied desirable characteristics of online instructors in higher education. She found that the desirable characteristics of online instructors are viewed in three aspects: (1.) pedagogical characteristics consisting of preparing instructions, teaching techniques, learning activities, and evaluating instructions, (2.) personality characteristics which consists of those related with pedagogical characteristics and instructor's personality characteristics, and (3.) knowledge and skill characteristics.

Pranee Sae-Wong (ปราณี แซ่หว่าง, 2548) studied skills that affect teaching effectiveness for technical trainers. She found that skills affected and enhanced teaching effectiveness by motivating learners, using training aids, explaining and giving examples, questioning, personality and gesture, lecture, and variation. The samples in her research did not use only a single method in teaching but a variety of methods, both of which are lecturing with demonstration and/or practice and lecturing used as a method of teaching along with other methods.

Sribangorn Juisiri (ศรีบังอร จุ้ยศิริ, 2550) studied the effect of songs which influenced the achievement of students. Her result indicated that students who were taught through the instruction method based on songs gained higher educational achievement and had a higher interest than students taught through teaching manuals.

Pitima Menman (ปีติมา เม่นแมน, 2548) studied the management of tutorial schools in Siam Square. Five factors in management were (1.) management in pedagogy, (2.) management in location, (3.) management in communication to the school's target, (4.) management in the expense of fee, and (5.) management in school's environment. Under the management in pedagogy, she found that the most important factor concerned the teachers' quality, characteristics, and teaching techniques, especially techniques in solving the problems, tactics in memorizing.

Pitima's finding stimulated the investigator's interest to find out in more detail about the characteristics and techniques of teachers in tutorial schools. As a teacher, it will be beneficial if conventional teachers know what students want, know teaching techniques that tutors use, and understand the characteristics of tutors that students

want to study with. As a result of this, the purpose of this study is to further Pitima Menman's study to focus on two factors: characteristics and teaching techniques.

In conclusion, this chapter has reviewed the general characteristics of teachers according to a psychological theory called The Big Five Dimensions of Personality. This theory explains that people differ according to the degree to which they possess a certain personality trait. Though traits cannot be observed directly, we can infer a trait from how a person behaves. Characteristics of good teachers and teacher roles are also mentioned to state that teachers are versatile persons who have to do a lot of work. Theory of improving memory and teaching techniques are presented as they are the main factors that affect students' learning effectiveness. Also, previous studies which focused on characteristics and teaching techniques are raised to support this study.