

Chapter Two

Literature Review

This literature review defined significant things related to this research. There were several important points to be discussed in this chapter. Definition of effective teachers, characteristics of an effective language teacher, and research concerning characteristics of effective teachers would also be explained in this chapter.

Definition of Effective Teachers

To describe effective teachers, the researcher reviews some research that discuss about effective teachers. In some studies, the scholars might explain effective teachers as good teachers. An effective teacher has been defined as a teacher who is successful in assisting the students in their learning (Walker, 2012). Similar to this, Zamani and Ahangari (2016) explained that an effective teacher is someone that is recognized and cherished forever by the students as the teacher gives long lasting impacts on their journey while studying. They also state that being a teacher is not an easy job in which a dedicated teacher requires more outstanding personalities. An effective teacher should embrace the uniqueness. For example, remembering that every student is different based on the difference in their backgrounds, cultures, and beliefs (Zamani & Ahangari, 2016).

Diamond (as cited in Wichadee, 2010) argued that to be called an effective teacher, one must deliver useful and purposeful teaching and learning for students by conducting sets of precise procedures. The teacher effectiveness can be defined as sets of characteristics, behaviors, and competencies of a teacher in all level of education which make students able to grab the desired outcomes. This included

the accomplishment of the goals and objectives of learning, for example being able to do problem-solving, having critical thinking, collaboration in working, as well as being able to be a good citizen (Hunt, 2009).

According to Wichadee (2010), an effective teacher possesses a number of skills and abilities that enable the teacher to create a convenient environment which displays the comfort feelings of students involved in the learning process. This also leads the students to be successful in their academic and personal life. Wichadee (2010) also stated that the communication skills of the teacher and student-teacher relationship are the two factors considered important in defining an effective language teacher. So, the factors that are included in general in effective teaching are teaching procedures, classroom management, the knowledge of the subject, communication, and personal characteristics.

It can be concluded from those definitions described by the researchers that an effective teacher is a teacher who is able to help the students to become successful in their learning by possessing sets of abilities.

Characteristics of an Effective Teacher

As there are changes in teacher roles and methods of teaching in recent years, the demand for effective teachers who are considered well-qualified as the subjects and objects in the learning process as well as in the development has increased. This leads the importance of an effective teacher in education to become the recent issue on the surface (Avalos, 2011; Turhan & Arıkan, 2009). Moreover, Ramazani (2014) stated that several characteristics of an effective teacher are universal, but others are considered specific regarding the domain. Thompson, Greer, and Greer (2004) mentioned twelve characteristics of an

effective teacher including displaying fairness, having a positive outlook, being prepared, using a personal touch, possessing a sense of humor, possessing creativity, admitting mistakes, being forgiving, respecting students, maintaining high expectations, showing compassion, and developing a sense of belonging for students.

In investigating the appropriate elements of an effective teacher, Clark and Walsh conveyed that the effectiveness of a teacher is related to the teacher's competencies namely discipline knowledge, pedagogical knowledge, personal knowledge, and content knowledge (as cited in Korkmaz & Yavuz, 2011). Moreover, there are specific characteristics of a teacher that influence the students' learning and achievement including subject matter, social congruence, and cognitive congruence (Rotgans & Schmidt, 2011). That is Ben-Peretz (2011) who identifies that teacher knowledge derives from the extension of subject matter knowledge which also covers the use of appropriate pedagogical principles and skills, curriculum as well as pedagogical content knowledge to include general points like multiculturalism.

Characteristics of Foreign Language (FL) Teachers

Educational researchers have conducted studies on the characteristics of effective teachers. Several characteristics of effective teachers are universal, but some others are domain-specific. In the study of Zamani and Ahangari (2016), it was argued that the effectiveness of the concept, does not follow a generic pattern. This means different patterns of a teacher's effectiveness may be the result of different subjects based on the perceptions of the teachers involved. This is supported by Lee (2010) who states that despite discipline independent

characteristics of an effective teacher, there are also others characteristics that distinguish teacher of particular subject from the other teachers in different disciplines. For this reason, Borg (2006) contends that teachers are characterized by the subject they teach and also the common practices they share in teaching that subject. Borg (2006) also argues that the contextual factors may ultimately determine how the construct of a language teacher is conceptualized.

In his study on the distinctive characteristics of foreign language teachers, Borg (2006) adopted an exploratory study in which the data were collected from over 200 individuals. There were five groups of participants involved in the study. Two groups were experienced teachers, while the other two were pre-service teachers. The last group consisted of subject specialists from outside language teaching in order to provide an interdisciplinary perspective on the topic being investigated. The study was aimed at examining ways in which language teachers are seen to be different to teachers of other subjects. The findings stated that language teachers are seen to be distinctive in terms of the dynamic nature of the subject, the scope and complexity of the content of teaching, the range of materials, methods and activities available to language teachers, teacher-learner relationships, and issues relating to the status of native and non-native language teachers. From this study, Borg (2006) also argued that the characteristics of effective foreign language teacher may vary in different contexts so that the study also highlight the importance of examining language teachers' distinctiveness in localized and context specific ways.

Characteristics of an Effective English as a Foreign Language (EFL) Teacher

In relation to the previous sub chapter which explains the characteristics of effective language teacher, a growing body of research has specifically investigated the characteristics of Effective English as a Foreign Language (EFL) teachers. Investigating these characteristics is beneficial to both the teachers and the learners as well as the researchers (Ramazani, 2014). This will enable the teacher to check their own characteristics and their colleagues' perceptions toward language teaching and learning. They will try to understand the students' expectation as well as develop their pedagogical skills through reflection on their teaching that also develop the process of teaching and learning. For the students, they can recognize their teachers' perceptions and this will also enable them to change their beliefs about foreign language teaching and learning that are considered wrong previously.

For the example, building on the work of Borg, Lee (2010) investigated some of the unique characteristics of EFL teachers that distinguish them from teachers of other subjects from the perspectives of 163 Japanese college learners. The results of the study indicated that the participants perceived EFL teachers to be unique along four central dimensions. The first dimension is complex nature of the subject matter which explains that in English language teaching, the content and medium of instruction are the same, and it involves teachers and students operating in a language in which students are not yet competent. The second is the content of teaching. EFL teachers does not only teach the four skills and grammar, but they also develop learners' communication and cultural knowledge and skills. Teaching approach or approach to language teaching is the next dimension in

which showing how EFL teachers maximize student involvement by encouraging more speaking in class and through judicious correction of student errors. The last is teacher personality where the teacher in this context displays the importance of having positive attitudes and enthusiasm toward students and the subject being taught.

A study conducted by Chen (2012) indicated that there are two broad categories regarding to personal trait-related and classroom teaching-related characteristics. Personal trait-related was concerned with emotion, kindness, fairness, lenience and responsibility, while classroom teaching-related deals with skills and techniques of delivering the lesson and making error correction, language used in teaching, and classroom management. Regarding to lesson delivery, Barnes and Lock's study (2010) conveyed that it was considered importance by emphasizing the use of numerous teaching methods and teaching materials as well as the distribution of group work.

A recent study conducted by Badshah (2016) investigated the different qualities of effective EFL teachers. The research used a mixed method approach to data collection. The participants were the teachers and the students. The results revealed that both teachers and students highlighted a few common characteristics of an effective EFL teacher. The characteristics were having command of the subject-matter knowledge of English language teaching, possessing pedagogical skills, employing different teaching and learning strategies for average and slow learners and encouraging such students to participate in classroom activities, having specific professional training and qualification of language teaching, understanding the specific environment of the place in which language teaching

and learning is practiced and maintaining proper discipline in the classroom as well as maintaining effective management of their classrooms.

Some experts attempted to define the characteristics of effective EFL teachers. For the example, Richards (2001) stated the core components that build teachers characteristics to become effective. The first is practical knowledge which describes the teachers' repertoire of classroom techniques and strategies. The second is content knowledge which highlights the teachers' understanding of the subject of TESOL, e.g., Pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminological of language teaching. The third is contextual knowledge which explains the teacher's familiarity with the school or institutional context school norms, and knowledge of the learners are including cultural and other relevant information. The next is pedagogical knowledge which implies the ability to restructure content knowledge for teaching purposes, and to plan, adapts and improvises. The following core component is personal knowledge which describes the teachers' personal beliefs and principles and his or her individual approach to teaching. The last one is reflective knowledge which is the teachers' capacity to reflect on and assess his or her own practice. Some of those characteristics mentioned by Richards (2000) are similar to Brown (2000) who stated that good EFL teachers must have the following characteristics namely technical knowledge, pedagogical skills, interpersonal skills, and personal qualities.

Those studies demonstrate that there are differences in how Effective EFL teachers are characterized that are dependent on the setting in which teaching and

learning occur. Thus, it can be said that the differences found among the various studies indicate the ways FL teachers are characterized are context specific (Brosh, 1996; Park & Lee, 2006).

The fact that the environments in EFL English class are considered important, this also highlights the importance of the existence of an effective EFL teacher as they are the prominent 'source of input' for the learners. Thus, the presence of an effective EFL teacher is the crucial need in an EFL classroom in order to enhance the quality of learning and the efficiency of educational systems. (Shishavan & Sadeghi, 2009).

For the purpose of this study, this current research focused on three characteristics out of those many characteristics of effective EFL teachers as defined by numerous researchers. The characters being chosen were personal and interpersonal characteristics, subject-matter knowledge, and approach to language teaching.