

## **Chapter Two**

### **Literature Review**

This chapter presents theories related to the topic which adapted from several studies and experts taken from journal and books. There are four sections that will be discussed such as Characteristics of effective EFL teacher, Content Knowledge, Practical Knowledge, and Review of Related Studies. In this chapter, the description and explanation about those aspects of related theoretical review will be discussed deeper. Those theories become the basis leading for this study.

#### **Characteristics of Effective EFL Teachers**

The topic about effective EFL teachers has been widely examined by some experts. It is necessary to be researched because in the developing countries where English Language is placed as the second or foreign language, the teachers mostly come from non-native speakers. So, it is necessary to know the standardized of effective EFL teacher. Effective teacher also becomes one of the aspect that affect the success of learning process.

Effective teacher can be identified through the characteristics of the teachers. Various research about the characteristics of an effective English Foreign Language teacher in different context and areas have been published. In English language teaching, an effective teacher may differ in various ways such as pedadogical skill, personal skill, their proficiency or even social skills. A thesis study of Badshah (2016) revealed that some characteristics of effective teachers are universal, but others are domain-specific. In the same way, he stated that there

are certain characteristics and requirements which EFL teachers could take care of in order to be effective in their EFL pedagogy.

Afshar and Hamzavi (2017) argued that teacher characteristics can be regarded as qualities which are measurable using tests or they might be derived from the teachers' academic or professional background. Hammadou and Bernhar (1987) as cited in Shisavan and Sadeghi (2009) mentioned that generally for the characteristics of effective EFL teacher, some researchers believe that it is the nature of the subject matter that makes language teachers different from teachers of other fields.

In other way, Lee (2010) investigated the distinctive characteristics of EFL teachers, and identified three areas which distinguish language teaching from the teaching of other subjects. These were the nature of the content knowledge, the teaching approach and the teacher's personality. In addition, Witcher (2003) divided these characteristics into three main categories: instructional competence, personality, and teacher-student relationship. According to the author, instructional competence, including the teacher's ability to create student-centered classrooms, provide sufficient content knowledge, and maintain a professional demeanor, is the most highly valued of the three categories by learners.

The other study conducted in Thailand revealed some same characteristics which are categorized into some aspects. According to Wichadee (2010) the qualities of effective English Language Teachers based on the four categories of (1) English proficiency, (2) pedagogical knowledge, (3) organization and communication skills, and (4) socio-affective skills. All the studies mentioned

different characteristics of the effective EFL teacher. Both female and male students rated teacher English proficiency as the highest important aspects effective EFL teachers should have. In the other hand, organization and communication skills, socio-affective skills, and pedagogical knowledge were placed under the English proficiency.

In the other way Richard (2001), categorized some component that effective EFL teacher should have. Those components are Practical knowledge, Content Knowledge, Contextual Knowledge, Pedagogical Knowledge, Personal Knowledge, and Reflective Knowledge. Richard (2010, p.209) defined practical knowledge as the teacher's repertoire of classroom techniques and strategies, while Content knowledge means the teacher's understanding of the subject of TESOL, e.g., pedagogical grammar, phonology, teaching theories, second language acquisition, as well as the specialized discourse and terminology of language teaching. He also said that Contextual knowledge deals with familiarity with the school or institutional context school norms, and knowledge of the learners, including cultural and other relevant information. Furthermore, the Richard (2010) defined Pedagogical Knowledge as ability to restructure content knowledge for teaching purposes, and to plan, adapt and improvise. Meanwhile, Personal knowledge means the teacher's personal beliefs and principles and his or her individual approach to teaching while Reflective knowledge refers to the teacher's capacity to reflect on and assess his or her own practice.

In this study, the researcher only focuses on exploring pre-service students' perception of effective EFL teachers' content and practical knowledge.

Thus, content and practical knowledge as the characteristics of effective EFL teachers will be discussed more in this study.

### **Content Knowledge**

One of the characteristics of an effective EFL teacher can be seen from the content knowledge that a teacher has. The theories of content knowledge have been researched from many years ago. There are several explanation about content knowledge as perceived by the experts. To define content knowledge, some experts have different opinion about what means by content knowledge of a teacher. Richard (2011), said that content knowledge refers to what teachers need to know about what they teach (rather than what they know about teaching itself), and understand knowledge that would not be shared with teachers of other subject areas and in language teaching has traditionally been drawn from the discipline of applied linguistics.

Tsui (2003) also convinced that content knowledge refers to subject matter knowledge or knowledge of a discipline. In her study about EFL teacher's knowledge of vocabulary instruction which investigated university students' in China, the findings revealed that the main components of EFL teachers' knowledge is content knowledge. She also categorized into three broad components of content knowledge which are English proficiency, the language system and the language learning system, and supplementary content knowledge. The data in her study suggest that all of the seven participants suggested content knowledge to be the first and important component of EFL teacher knowledge.

Specifically, in answering the question of what qualities a qualified EFL teacher should have, all the participants said content knowledge as the teacher's most important quality.

Moreover, other researcher Roberts (1998) as cited in Banegas (2009) pointed out that having content knowledge means that teachers show knowledge of the systems of the target language and competence in it. According to Banegas (2009), teachers will present a pedagogical construct of the language as a real entity, which should not be equated to the language as experienced by its native speakers. Referring to Richard (2001) one of the characteristics of effective teacher in EFL context is content knowledge which define as the teachers understanding of the subject. According to Kourieos and Evripidou (2013) who investigate students' perceptions on effective EFL teachers in Cyprus, the findings reveal that students may not consider native-like accent and acquaintance with the target culture as important aspects of a FL teacher's subject-matter knowledge as his knowledge about and competence in the target language. It is also interesting to note that the teacher's sound knowledge of grammar was perceived as more important as his ability to use the language competently. The students expected their EFL teachers to have good language proficiency and subject matters.

A thesis conducted by Zhang (2008) who examined seven Chinese teacher revealed that English proficiency place the most important dimension of content knowledge. Some participants on his study categorized reading, writing, listening, and speaking skills as the English proficiency that EFL teachers should have. It is also argued that the skill of English speaking is the most important for EFL

university teachers. In addition, the participants raised two types of criteria to evaluate the teacher's speaking proficiency which are the EFL teachers should be "native-like in English speaking" and able to speak fluently for communication.

To sum up this sub chapter, the researcher concludes that content knowledge refers to what teachers should understand and possess regarding to the subject matter they taught, which is English. The content knowledge includes English proficiency and the materials they want to teach.

### **Practical Knowledge**

Beside content knowledge, the other characteristics of an effective EFL teacher can be described through the practical knowledge. A study from Yu-hong, Qian, Xiao-fang & Jiang (2013) indicates that the practical knowledge that teachers construct in teaching practice is the conjunct product of personal life experience, teaching practice, and the teaching environment. Teacher Practical Knowledge is an idea that has been created by teachers in their teaching practice to match with particular work settings. The characteristics are personalized, context-specific, and action-guided. It has known as the valued prize of countless hours of practice, trial and error, and reflection during teaching. So, basically teacher practical can be defined as the knowledge of a teacher where in this case they are implementing what they have been learned. Teacher practical knowledge deals with the classroom matters and the implementation of teaching in the classroom.

Fenstermacher (1994) as cited in Yu (2011) describes teachers' practical knowledge as the knowledge of teachers, not for teachers. He argues that practical knowledge is the knowledge that generated by the teachers themselves as a result of their experiences and their reflections on these experiences. They also identify the following characteristics based on a review of studies on teachers' practical knowledge. They identify the characteristics of practical knowledge as follows: (a) It is personal; each teacher' practical knowledge is to some extent unique; (b) It is contextual: defined in and adapted to the classroom situation; (c) It is based on (reflection on) experience, indicating that it originates in, and develops through, experiences in teaching; (d) It is mainly tacit, which indicates that teachers are often not used to articulating their knowledge; (e) It guides teaching practice; and (f) It is content related, meaning that it is related to the subject that is being taught. The knowledge that is practically known and produced by teachers is called practical knowledge.

According to Chen (2009) Teacher Practical Knowledge is interpreted in the form of teachers' gestures, expressions in their eyes, lingual style, enthusiasm, artistic pause, and wisdom. All of the aspects assist in the happening of countless climax in the classroom which then called as "the essence of class". This enables teachers to reexamine their system of practical knowledge in class and also informs the post-active practical knowledge. Richards (2001) define practical knowledge of teachers as the teachers' repertoire of classroom techniques and strategies.

According to Abdelhafez (2010) who conducted a study on 236 EFL experienced teachers, there are six components of teacher knowledge that were constructed from the participants' responses and statements. These components were: subject matter, pedagogy, students, classroom learning environment, curriculum and self. The findings also revealed various sources which formed the teachers' professional practical knowledge are including: teacher education, teacher experience, university study in the subject department, student and peer feedback, in-service training, expert advice, student output and postgraduate study.

In summary, teacher practical knowledge is defined as the implementation of teaching in the classroom. It consists of how teachers possess management classroom such as teachers' wisdom in managing the classroom, the strategies they used in the class and also the techniques to manage the classroom.

## **Review of Related Studies**

Many studies have been conducted in exploring the characteristics of become effective EFL teachers from the perspective of teachers, students and university stakeholders. One comes from Arikani & Caner (2013) entitled *In the Eyes of Turkish EFL Learners: What Makes an Effective Foreign Language Teacher?*. The study aims to see the qualities of a successful English language teacher based on the survey among 998 undergraduate students' at a state university in Turkey. The survey includes 37 items and the data collected via a Likert type scale. Based on the survey, a detailed information of how university-



level Turkish students perceive an effective English language teacher, consists their views of the importance of pedagogical and content knowledge, personality traits, professional skills and teachers' classroom behavior. The results in his study reveal that Turkish students expect their teachers to have a sound knowledge of vocabulary and grammar. However, ability to teach pronunciation, speaking and writing skills well place higher rank as the characteristics of become effective EFL teachers. Moreover, Turkish students agree that effective EFL teachers are being good at classroom management, able to reduce student anxiety and also incorporate technology and visual materials.

Another study is conducted by Kwangsawad (2017) entitled *Stakeholders' Perceptions of Effective EFL Teachers*. This quantitative study was to know the characteristics of effective EFL teachers from stakeholders' perception in Mahasarakam University, Thailand. The data is collected through questionnaire completed by stakeholders (472 students, 34 EFL pre-service teachers and 70 school administrators). The results of this study show that the higher three categories of EFL effective teachers, according to the students, are: (1) EFL teachers' knowledge (2) teacher-student relationship in effective EFL teachers, and (3) attributes of EFL teachers. On the other hand, pre-service teacher student rank the effective EFL teachers characteristics as follows; (1) EFL teachers' professional attributes (2) EFL teachers' pedagogical approaches, and (3) characteristics of good EFL teachers. The more important aspects of effective EFL teachers, referring to the school administrators, are: (1) EFL teachers' professional attributes (2) EFL teachers' interpersonal skills, and (3) EFL

teachers' pedagogical approaches. According to the finding, more important aspects of EFL teachers' knowledge that should be possess by effective teachers are writing, speaking, reading and listening as the four skills of English language. Besides, knowing all the students become the highest rate of EFL teacher - student relationship. The participants also agree that teacher kindness and having sense of humor place the important thing as effective EFL teachers' attributes.

Shisavan & Sadeghi (2009) also conducted similar topic entitled *Characteristics of an Effective English Language Teacher as Perceived by Iranian Teachers and Learners of English*. This study attempts to find out qualities of an effective English foreign language teacher (ELT) as perceived by Iranian teachers and learners. This study use two method which are quantitative and qualitative method by administered questionnaire to 59 English language teachers and 215 learners of English at universities, high schools and language institutes in Iran. The results show that there is significant differences between teachers' and learners' perception on some characteristics of effective EFL teachers. Based on the finding, teachers agree more strongly that students that effective English language teacher should assign homework and integrate into the classroom.

Another significant difference lies on teachers and students' opinion about preparing the lesson well, using lesson plans and assessing what students have learned. Moreover, students agree more than teachers that effective EFL teachers teach English subject matter in Persian (first language of the learners). The qualitative analysis from this study indicated that effective EFL teachers are they

who master the target language, having knowledge of pedagogy and use particular techniques and method when teaching. It also reveals that effective EFL teachers should have good personality and student-teacher relationship.