

Research paper

Iranian Intermediate Language Learners' Attitudes towards Distinctive Characteristics of English Teachers: a Mixed-Methods Study

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Abstract

Having collected both statistical and textual data, the current study sought to explore Iranian learners' attitudes on the distinctive characteristics of English language teachers. The study deliberately focused on private language institutions learners in so far as it was thought that they are in much contact with English teachers both at schools and language institutions settings. To this end, 30 language learners took part in this study. An open-ended Questionnaire and in-depth interviews adopted from Afshar and Doosti (2014) and Borg (2006) were utilized as the main tools of data collection. Descriptive statistics including frequencies and percentages were used to analyze and interpret quantitative data and the collected qualitative data were analyzed through content analysis. Six themes were generated out of the qualitative data: *the nature of the subject, the content of teaching, methodology, teacher-student relationship, economy, and target population*. The findings revealed that there are some distinctive features owned by language teachers, like having a good knowledge of English and having a good and friendly relationship with students. The study has several implications for language teachers and teacher education.

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Introduction

Teaching quality and its perception is most likely influenced by both teachers' and students' values (Saafin, 2005; Sotto, 2011). Accordingly, teaching characteristics have been investigated differently by different researchers and educators. Some researchers (e.g. Zhang

& Watkins, 2007) believe that good teachers are those who have a good command of the subject area, teaching methods, and different teaching skills, while some others believe that personal features including “charisma” that teachers possess, their compassion, humor, innovation, and honesty contribute to be effective. Accordingly, Brosh (1996) noted that effective EFL teachers focus more on comprehension, command of the language, prepare interesting lessons, help students be independent, and deal with students fairly.

The literature on the ELT programs in the Iranian context reflects that few studies have explored the effectiveness of a language teaching from the learners’ perspective (Alizadeh, 2018). However; the effectiveness and quality of the language teachers in the eyes of intermediate learners who are learning at language institutes have not been probed yet. To add more to knowledge in the related area of research, the current study sought to investigate the attitudes of the intermediate level language learners towards the distinctive characteristics of effective teachers. The participants were selected among the learners of language institutes as they are merely in contact with language teachers in rather than subject matter teachers there. Their attitudes were obtained through the questionnaire and open-ended interviews.

Literature review

Discovering the effectiveness of the language teachers will contribute to the enrichment of the literature on teachers’ professional development. A number of factors have been found to be associated with effective teachers. For example, (Kurosh& Yousefi, 2015; Kurosh & Yousefi, 2020), provided evidence in favor of self-efficacy in teaching quality. Likewise, many scholars pointed out reflective teaching practice contribute to teaching effectiveness (Kurosh, et al., 2020). Among other features of language teachers that make teachers effective are teachers’ professional agency (Rostami & Yousefi, 2020), and teachers’ professional identity (Rostami, Yousefi & Amini, 2020).

Investigating learners’ attitudes on instructional practices has been the target of lots of studies (e.g. Al-Mahrooqi, et al., 2015; Almaqtir & Thanlet, 2013; Celik, 2013; Mohammadi & Yousefi, 2019). In the similar vein, Saafin (2005) showed that Emirati learners view effective EFL teachers as being able to employ a variety of teaching methods, attempting to help students to understand what is taught, having the ability to create enjoyable classes, producing valid tests, providing worksheets and handouts, giving opportunities for students to practice their speaking skills, and maintaining efficient classroom management. Similarly, Chen and Lin’s (2009) investigation of 198 junior high school students of English in Taiwan revealed differences between male and female students’ perceptions toward the effectiveness of EFL teachers. Female students valued the teacher’s personality, the nature of teacher-student relations, how teachers motivate learners, and how aware they are of the cultures associated with English-speaking countries. On the other hand, male students considered features like respecting students and being ethical as more important.

According to Borg (2006), certain characteristics are “unique to the domain of language teaching” (p.5). For instance, Grossman and Shulman (1994) believe that due to the complexity

of the subject, language teachers need greater autonomy in developing the curriculum and need to be able to maximize the involvement of students in a language they do not have full mastery. Therefore, as said by them, commitment to learners, subject matters, and social conditions, along with pedagogical understanding and knowledge are essential. Borg (2006) and later on Lee (2010) also confirm that a very close and relaxed relationship between language teachers and their students is necessary, because a more relaxed environment encourages more interaction. To add more to the literature, the current mixed-method study tried to explore the Iranian English learners's point of view regarding the distinctive features of the good English language teachers through answer to the following research questions;

1. What are the Iranian EFL learners' attitudes towards distinctive characteristics of language teachers?
2. How are the English language teachers different from other field teachers?

To reach the valid and reliable answer, the participants were asked through open-ended questionnaire and then in order to gain more in-depth understanding, they were interviewed as well.

Theoretical Framework

The adapted theoretical framework for the present study is the differentiated model (Campbell et al, 2010). This model has been stimulated by the idea that most teachers can be more effective with some students, in some subjects and contexts than others. According to Campbell (2010) teacher effectiveness is the effect of classroom factors, "such as teaching methods, teacher expectations, classroom organization, and use of classroom resources", on how students perform" (p.1). They believe that due to differences in contexts, situations and students; a teacher's effectiveness will not be the same for all students and in all different situations. Thus, they offer a model of "differentiated teacher effectiveness" with five features to build concepts that recognize this differentiation. These aspects include students' background, students' demands, students' characteristics, context and subject matter. This model can be helpful both in researching teacher effectiveness and in evaluating the effectiveness of teachers.

According to Campbell (2010) implementing this model has some difficulties with. Some of the problems are its complexity, the immeasurability of some of the values and the way policy-makers may implement it. On the other hand, they also claim that if this model is appropriately practiced, it seems to be a very effective model, because it considers differences among the students, the context and the subject matter. Finally, research about teacher effectiveness is can be viewed differently by the different stakeholders and may not be interpreted the same or lead to the same results in different situations.

Methodology

Research Design

The current study was conducted in the English language institutes in Bonab, Iran. Given that the nature of the study determines the research design, and given that the research questions addressed in the study intended to investigate an in-depth understanding of learners' attitudes of English language teachers, this study adopted a mixed-methods design and tried to describe

the existing situation. In fact, this study intended to investigate the attitudes of EFL learners who were studying at the intermediate level of proficiency about the characteristics of EFL teachers. The necessary data were gathered through questionnaires filled in by the participants as well as in-depth interviews.

Participants

The sample of the study consisted of 15 men and women Intermediate-level Iranian EFL learners studying at English Language institutes in Bonab city, East Azarbaijan province, Iran (see table 1). These participants were selected through a Quick Oxford Placement Test (QOPT) out of 30 attendants. The overall rationale for the selection of intermediate-level learners was that they had a better understanding of language learning and teaching (Alizadeh, 2018), their age ranged between 19 to 24 years. In order to care for extraneous factors that may have influenced the results, all of the participants were chosen from both male and female learners. Their mother tongue was Turkish and they spoke English as a foreign language. Moreover, the criterion for selecting language teachers was their years of experience in language teaching as well as their age and their availability.

Table 1

Demographic of the participants

	Pseudonym	Gender	age	Learning experience
1	Mariam	Female	22	Four years
2	Nazanin	Female	19	Three years
3	Anahita	Female	20	Five years
4	Rezwan	Female	24	Four years
5	Gelareh	Female	21	Two years
6	Fatemeh	Female	21	Five years
7	Farnoosh	Female	20	Four years
8	Sana	Female	24	Five years
9	Amir Ali	Male	24	Three years
10	Milad	Male	19	Three years
11	Mehrdad	Male	21	Five years
12	Parsa	Male	22	Six years
13	Aali Reza	Male	20	Five years
14	Shadyar	Male	19	Three years
15	Ruhina	Male	24	Four years

Instruments

In order to investigate the distinctive features of EFL teachers from language learners' point of view, this study made use of the following instruments:

1. Quick Oxford placement test (QOPT).
2. Open-ended Questionnaire adopted from Afshar and Doosti (2014) and Borg (2006)
3. Interview questions adopted from Afshar and Doosti (2014), Kaboodvand (2013), and Borg (2006)

In the following section, the used materials are explained in detail. These three instruments were considered valid as they have been applied by Chen (2012) in his research to find characteristics of Chinese EFL teachers.

Quick Oxford Placement Test (QOPT)

The Oxford Quick Placement Test (OQPT) was used to measure the participants' language proficiency. The main characteristic of the OQPT is that "the test must provide scores that form a wide distribution, so that interpretations of the differences among students will be as fair as possible" (p. 8) In other words, a proficiency test tends to test overall general language proficiency.

Open-ended Questionnaire

In order to investigate the distinctive characteristics of EFL teachers from students' perspectives, an open-ended questionnaire was adopted from Afshar and Doosti (2014); Borg (2006); and Arfa Kaboodvand (2013) who conducted studies on the distinctive characteristics of language teachers. The items were written to see if students felt that the features they had mentioned about the successful language teacher were unique to this group or were meant for all teachers regardless of what they taught.

Semi-structured Interview

To investigate the issue under study more deeply and for the sake of triangulation, a semi-structured interview was conducted with the participants. In the introductory questions, the participants were asked to give some information about themselves. In the section devoted to content questions, they were asked some questions regarding the content of language teaching and learning, including learners' perceptions of the inter-personal characteristics of a language teacher as well as /learners' perceptions of effective language teaching practices. Through this interview, the participants were asked what they thought was necessary for an EFL teachers' development They also were asked how EFL teachers manage the turn-taking procedures and student participation in classroom activities Another issue in the interview dealt with teachers' sense of humor. The ideal teacher-student relationship in language classes by language teachers was another topic about which the participants were interviewed. In general, the participants were asked how they think language teachers are different from teachers of other subjects with respect to teaching strategies and their characteristics. The interview comprised of introductory questions as well as content questions.

Data Analysis

At the outset of the study, the learners were chosen based on the scoring chart of the QOPT. The gathered data were analyzed using both descriptive statistics like frequency, mean and percentages. The data gathered during the interviews were analyzed through content analysis. Dörnyei (2007, p. 246) mentions four phases for the analytical process: 1. transcribing the data 2. Pre-coding and coding 3. Growing ideas-memos, vignettes, profiles and other forms of data display 4. Interpreting the data, and drawing conclusions. After the data has been collected, it must be thoroughly analyzed and then interpreted. Dörnyei (2007) emphasizes that in

qualitative research; interpretation does not take place towards the end, but begins right after the sessions when the researcher is preparing the memos of the interviews and observations. All the statistical analyses were conducted using SPSS version 20. It is worth mentioning again that, in the present study, the researcher attempted to answer the following research question: RQ1. What are the Iranian EFL learners' attitudes towards distinctive characteristics of language teachers? RQ2. 2. How are the English language teachers different from other field teachers?

Results

This section discusses descriptive statistics including percentages and frequencies.

Results Gained from Questionnaires Filled by Language Learners

In this section, the learners' attitudes towards distinctive features of EFL teachers are presented.

Table 1

Distinctive Characteristics Mentioned by EFL Learners (Results from Questionnaires)

Theme	Frequency	Percentage
1. Higher position and status awarded by learners	13	86.66%
2. Long training before starting the carrier	9	60%
3. Creativity, flexibility and enthusiasm as institutes' requirements	12	80%
4. Not teaching facts resulting in relative right and wrong.	6	40%
5. Lack of native/non-native comparison due to lack of native teachers in Iran.	5	33.33%
6. English teaching being regarded as an unreliable first/permanent job.	4	26.66%
7. Influence of English teachers on learners' behavior, way of dressing, and their world view.	14	93%
8. Great need for learning English due to academic and financial requirements.	5	33.33%
9. The importance of number of students in class management and communicative activities.	10	66.66%
10. Need for more attention to individual differences in English classes.	13	86.66%
11. Lack of teachers' native intuition due to EFL situation.	10	66.66%
12. Having a very good command of English in general	14	93%
13. Speaking English with a standard accent (e.g., British or American)	13	86.66%
14. Making use of movies and cartoons with educational values	14	93%
15. Making use of language games (e.g., to reinforce their vocabulary and grammar knowledge)	14	93%
16. Having a good relationship with students	9	60%
17. Choosing interesting topics to be discussed in pairs and groups	13	86.66%
18. Involving all the students in the process of learning and in class activities	10	66.66%
19. Being a good leader	13	86.66%
20. Being enthusiastic, energetic, and smiling	12	80%

The status and position of language teachers were one of the first distinct characteristics of language teachers as chosen by language learners. 86.66% of the EFL learners who were investigated thought that language teachers are awarded a higher position compared with teachers of other subjects. Differently stated, the language learners believed that being able to speak and understand another language is highly valued by language learners. Furthermore, 60% of EFL learners believed that in Iran, English is learned in an EFL context; therefore, the training process takes a long time; since either they study the subject at university for a few years or, as EFL learners in institutes, they are exposed to formal teaching and to some extent learn how to teach English before taking teacher training courses.

In other words, in order to be an English language teacher, you need to pass several years improving your English proficiency at first, and then starting your job as a language teacher. Accordingly, the long time that is required to be a language teacher was another distinctive characteristic of language teachers compared with teachers of other fields. Another characteristic mentioned by the learners as a unique feature of language teachers, as chosen by the participants, included more creativity, flexibility, and enthusiasm of English teachers; in Iran, possessing these characteristics are among requirements of most institutes, rather than being an option. Therefore, 80% of the learners chose this item as a feature of language teachers. Another distinguishing feature of language teachers was the point that language teachers do not teach facts; that is, 40% of the participants chose that language teachers to aim just to teach language, no matter what the content of exercises is, in contrast teachers of other subjects aim to teach what is right about those fields. In fact, in many disciplines, there is a clear border between correct and incorrect content, while in language teaching, this is not the center of attention.

As with the next item of the questionnaire, 33% of Iranian EFL learners who participated in this study were not found to be concerned about the priority of native teachers because almost all EFL teachers in Iran are non-natives. In other words, Language teachers may have the distinction between native and non-native, while teachers teaching other fields do not concern about this issue. Another distinctive feature of language teachers, as claimed by language learners, was that English teaching could not be regarded as a permanent job. In fact, 26.66% of the participants agreed with this item. The influence of English teachers on learners' behavior, way of dressing, and their world view was the next feature, which was believed to be a unique feature of language teachers as it was chosen by 93% of the learners.

One more distinction between English and other subjects was the great need for learning English due to academic and financial requirements as chosen by 33.33% of the learners. As the next feature which discriminates language teachers from other field was the importance of several students in class management and communicative activities. In fact, 66.66% of the participants claimed that language teachers are distinct in that they need a number of students to conduct a communicative class (e.g. while practice speaking through discussion), while other subjects do not necessarily need so many learners. Another 86.66% of the learners understudy claimed that language teachers need to pay more attention to individual differences in English

classes as the learning new language is influenced by different factors like age, aptitude, or even engaging computer games which their language is English. In contrast, teachers from other subjects do not consider individual differences very much. Lack of teachers' native intuition due to EFL situation was chosen by 66.66% of the EFL learners as a feature of language teachers in Iran, which is not true about teachers from other fields.

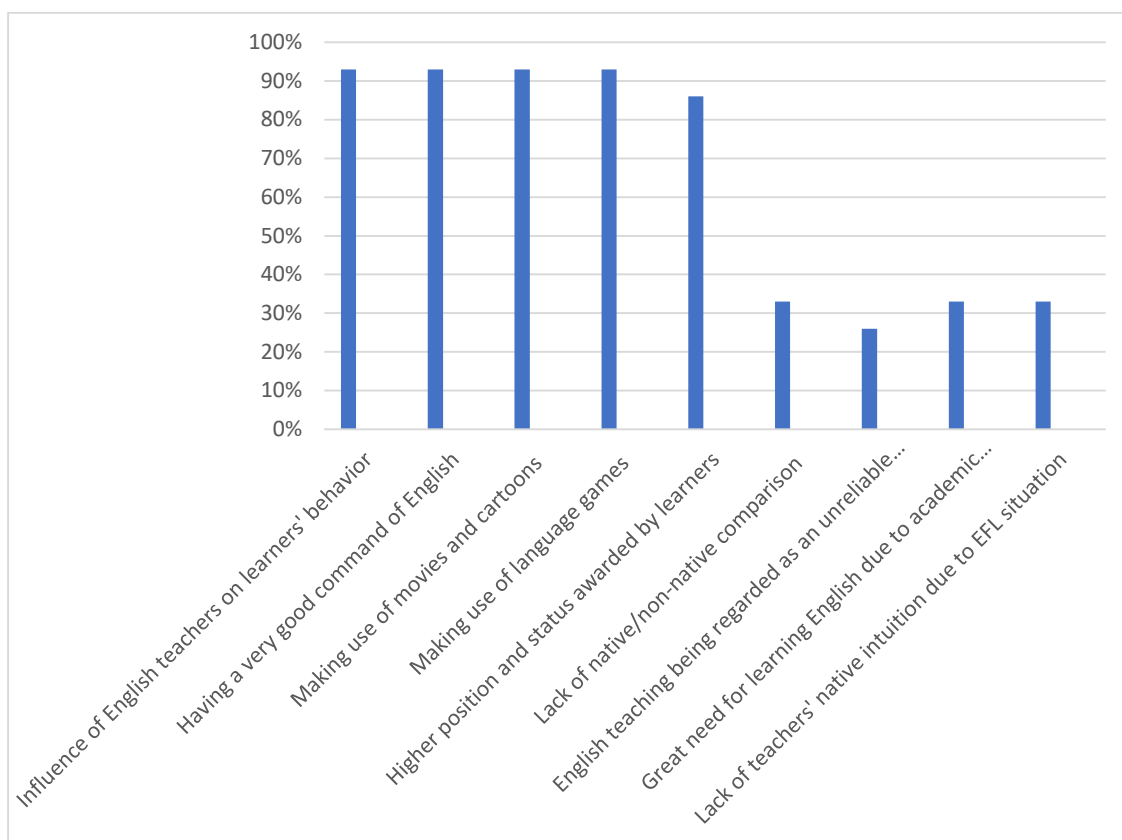
Approximately all learners (93%) of the participants claimed that language teachers have a very good command of a foreign language, which is unique to them in Iran, while usually, teachers who teach other subjects do not have or have to command another language. Speaking English with a standard accent was considered to be another distinctive feature of language teachers chosen by 86.66% of the learners. Making use of movies, cartoons, and language games with educational values were also distinctive characteristics of language teachers which, were chosen by 93% of the participants each. Sixty percent of the learners believed that language teachers have a better relationship with students rather subject matter teachers.

Choosing interesting topics to be discussed in pairs and groups was also considered as a distinctive characteristic of language teachers by 86.66% of the participants. Involving all the students in the process of learning and in-class activities was also another feature that distinguishes language teachers from other teachers as chosen by 66.66% of the learners. Being a good leader was found to be another feature which 66.66% of the learners decided to be an impressive feature of language teachers. Finally, being enthusiastic, energetic, and smiling was believed to be the next unique feature of language teachers by 80% of the participants.

To have a clearer picture about learners' attitudes on distinctive features of language teachers, the results gained through questionnaires are presented in Figure1.

Figure 1.

EFL learners' attitudes about distinctive features of language teachers



As shown, Figure 1 presents the results gained from questionnaires on EFL learners' attitudes on distinctive features of language teachers in the Iranian EFL context. Due to limitations, only some of the chosen features with the highest frequency and some which were chosen as the least frequent feature are presented in this figure.

Results Gained from Interviews with Language Learners

As mentioned earlier, the data were gathered through running semi-structured interviews with learners and teachers. The results gained from the interviews with learners are presented in table 2.

Table 2*Distinctive Characteristics Mentioned by EFL Learners (Results from Interviews)*

Theme	Distinctiveness
The nature of the subject and the content of teaching	Language is considered a tool for communication. In other words, learning about language does not guarantee language use, while in other subjects, learners aim to learn about those subjects, not necessarily how to use the subjects. Simply put, language has more practical relevance to real life, and this distinguishes language teachers from teachers teaching other fields. Language teaching differs from all other fields in terms of scope and complexity. The subject taught by language teachers goes beyond teaching the four language skills, like listening and speaking, and includes other issues such as life skills, communication skills, and learning skills.
Methodology	Language teaching methodology, which distinguishes language teachers from teachers of other fields, differs from the way other issues are taught. The other subjects are mostly taught in the monologue lectures by teachers, while language teaching takes a communicative form and asks for student involvement.
Teacher–learner relationship	There is a mutual, communicative relationship between language teachers and learners, which distinguishing language teachers from other fields. Asking learners' personal opinions is unique to language teachers, and this makes the mutual relationship more lenient, and this is in contrast with the relationship between teachers and learners from other subjects.
Economy	Most of the learners reported that language teachers are usually richer than teachers from other fields.
Learners' errors and mistakes	The respondent learners believed that language teachers usually are more relaxed with incorrect output by language learners, and such errors are more acceptable than in other subjects.
Target population	The learners who were interviewed believed that in different subjects, just the students at school or university are the target, at the same time, language teachers deal with people from different groups like those who intend to migrate to other countries. In fact, compared with other subjects, many more adults study the language.

Table 2 presents distinctive features of language teachers as chosen by the interviewed learners. As shown, six different attributes emerged out of the interviews concerning the distinctive features of language teachers. According to the results of the interviews, one distinction between language teachers and other teachers turns back to the subject and nature of the subject which is taught. The subject taught by language teachers is different from the subjects taught by teachers from other fields, in that language is a practical and dynamic matter, which is in use by every member of the community, while the other subjects are mostly specialized and are used only by a group of people. The subject taught by language teachers, the language, is a branch of soft science which is relevant to peoples' life, culture, economy, and other aspects of their lives. On the other hand, other fields may be relevant to just one of these aspects. In this regard, Melika, believed that "Language teachers are unique because not

only they teach language to us, but also we learn a new culture from them and the materials they teach.”

An extra point of distinction between language teachers and teachers from other fields, according to the results obtained from interviews, was that language is taught differently in that in language classes, there is always verbal communication between language learners and language teachers, while in other fields, it is not necessarily so. For example, Sahar, one of the respondents, believed that “language teaching methodology is not like teaching mathematics or geography, rather it is like a theater, like a show in which sometimes the teacher plays role, and the students imitate.”

The next difference between language teachers and teachers of other fields, according to the interviews administered among language learners, was that in language teaching, there are more communicative relationships between teacher and learners, and students’ ideas are asked about some issues which are some mostly private issues. Language is a social attribute and social norms are true of that; therefore, language teachers follow the social rules in teaching language and in dealing with language learners, while teachers of other subjects usually follow academic rules and regulations in dealing with their students. Within this category of distinction, issues such as language teachers’ friendliness, their behavior in a way that students would feel comfortable communicating with them, their kindness, that are their being good-tempered. Running stress-free classes and their patience with students’ linguistic and behavioral mistakes were notified as distinctions between language teachers and teachers of other fields. Winning the trust of the students by their language knowledge as well as their behavior was reported to be another unique feature of language teachers. As one of the other participants, called, Masoumeh said, “it seems that language teachers, be them male or female, try to attract students’ attention through words and behaviors, while in some other classes, the teachers just come and teach and the learners’ opinions are usually ignored.”

One more distinction between language teachers and teachers from other fields, as reported by language learners, was that usually language teachers are affluent than other teachers, which is due to their teaching in language institutes and holding tutor classes for different groups of people. Maliheh, one of the learners who participated in this study, reported that “language teachers are usually rich since they have different classes out of school context.” Another respondent reported that “usually the language teachers have different cars, they wear different clothes, and they are more prestigious than other teachers.”

Acceptance of learners’ errors and mistakes was another unique feature of language teachers from the learners’ point of view. The respondent learners believed that the language teachers usually do not scorn at learners when the learners make mistakes, and they try to teach students to learn from their linguistic mistakes. One more distinctive feature of language teachers, as reported by language learners, was the fact that not only are university or school students the ones who are to study language, but also different groups of people like the immigrants to

foreign countries intend to learn language. For instance, one of the participants said that “my uncle, who is living in Canada now, took an English class, although he was not a student.”

Discussion

The present study sought to examine the distinctive characteristics of English language teachers from learners’ perspectives. The study was motivated by the fact that whether it is feasible to find any distinctive features between English language teachers and other subject-matter teachers. Another point was to shed light on the finding of effective teachers. One point worth noting here is that a large number of characteristics for effective language teachers could be attributed to teachers of other subjects as well. The fact is that language teachers are also teachers and therefore, commonalities do exist.

The present study revealed that there are some distinctive features owned by language teachers, like having a good knowledge of English and having a good and friendly relationship with students. In this aspect, the findings are in line with previous studies like the study by Al-Mahrooqi, Denman, Al-Siyabi, and Al-Maamari (2015), in which they sought to compare Omani school students’ and teachers’ perceptions of the characteristics of good English as a foreign language (EFL) teachers in the Omani context. Al-Mahrooqi et al. (2015) Results indicated that Omani students and teachers generally agree about the importance of all distinct categories, with those related to English language proficiency and treating students being of special importance equally. Participants also agreed that knowledge of Western culture/s and the use of technology were relatively unimportant.

Besides, the findings of the present study are comparable with the study by Grossman and Shulman’s (1994) comments on the unique scope and complexity of English as a subject. Furthermore, the findings which revealed the belief that language teachers develop particularly close and friendly relationships with their students, parallels with the findings of Murray and Renaud (1995) who conducted their research in a university setting. They found that professors in the humanities valued their rapport with students and student participation more than the professors in the science subjects. Furthermore, the findings of the study sit well with Klieme et al., (2009), in that they describe three basic dimensions of teaching quality: cognitive activation, classroom management, and a supportive climate, which are related in different ways to the development of knowledge and understanding as well as to the development of motivation and emotion. The three basic dimensions of teaching quality correspond to the characteristics of effective teaching outlined by other researchers (e.g., Danielson, 2011).

Conclusion

The present study intended to investigate Iranian EFL learners’ attitudes towards distinctive characteristics of language teachers. The analyses gained from the questionnaires and interviews by learners revealed that the English language teachers possessed some distinctive features; teaching up to date facts, making use of language games to reinforce vocabulary and grammar knowledge, having a good relationship with students, choosing interesting topics to be discussed in pairs and groups, and being awarded a higher position than other teachers and

being good leaders. The study was based on the ground that teacher education can benefit from the distinctive characteristics of language teachers. To find the distinctive factors of language teachers compared with other subject matters will be promising to explore. Teachers' characteristics are considered to be an effective way to affect the educational process. Accordingly, practitioners and educators who work with teacher training courses should be well aware of the distinctive features of the language teachers when they plan and design teacher education courses. In some cases, language teachers positively take advantage of their unique features without being aware of their performance; however, in such cases, this usage is done only through experience. Through providing a set of desired characteristics for language teachers, they can set some criteria for choosing language teachers.

The implication for educational policymakers is that it is essential to reconsider more training for teachers, and begin including various tests to find out their competencies so that those with the best characteristics will be chosen. At the same time, providing opportunities and training for language teachers to develop those features which are desired by language learners can result in a more successful learning process by the learners. Furthermore, the authorities are required to appreciate the teacher holding the positive characteristics to impact their future performance positively. This study can utilize information directly for the language teachers to help them reflect on their teaching while considering the distinctive features. They can think of the distinctive features which the participants mentioned in the current study. They can also try to implement these findings in their teaching and interacting with their students to gain better outcomes in their teaching career.

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Appendix A

Open-ended Questionnaire adopted from Afshar and Doosti (2014) and Borg (2006)

The following questionnaire aims to investigate your opinions on the features of language teachers. Read each item carefully and Put a checkmark in front of those items which you believe are distinctive features of language teachers.

Theme

1. Higher position and status awarded by learners
 2. Long training before starting the carrier
 3. Creativity, flexibility and enthusiasm as institutes' requirements
 4. Not teaching facts resulting in relative right and wrong.
 5. Lack of native/non-native comparison due to lack of native teachers in Iran.
 6. English teaching being regarded as an unreliable first/permanent job.
 7. Influence of English teachers on learners' behavior, way of dressing, and their world view.
 8. Great need for learning English due to academic and financial requirements.
 9. The importance of number of students in class management and communicative activities.
 10. Need for more attention to individual differences in English classes.
 11. Lack of teachers' native intuition due to EFL situation.
 12. Having a very good command of English in general
 13. Speaking English with a standard accent (e.g., British or American)
 14. Making use of movies and cartoons with educational values
 15. Making use of language games (e.g., to reinforce their vocabulary and grammar knowledge)
 16. Having a good relationship with students
 17. Choosing interesting topics to be discussed in pairs and groups
 18. Involving all the students in the process of learning and in class activities
 19. Being a good leader
 20. Being enthusiastic, energetic, and smiling
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Appendix B

Interview adopted from Afshar and Doosti (2014) and Borg (2006)

1. Do you think that the nature of English is different from other subjects? If yes how?
2. Do you think that the methodology of language teaching differs from other areas?
3. How do you think the English teacher-EFL learner relationship differs from other fields?
4. Do you think that the economic situation of language teachers differs from teachers of other subjects?
5. How do you think the language teachers differ from teachers of other subjects in terms of error treatment?
6. Who are the target population of language teachers? Do you think in this regard language teachers differ from teachers of other subjects?
7. Do you think that language teachers differ from other teachers in terms of the necessary training?
8. In terms of native/non-native issues, do you think language teachers differ from teachers of other teachers?