

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

Ministry of Higher Education and Scientific Research

Belhadj Bouchaib University - Ain Temouchent

Faculty of Letters, Language, and Social Sciences

Department of Letters and English Language



**EFL Students & Teachers' Perspectives of The Innovative and Creative Qualities of
EFL Good Teachers.**

*Dissertation Submitted in Partial Fulfillment for the Requirement of Master
Degree in Didactics of Foreign Languages*

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Academic Year: 2022-2023

DEDICATION

In The Name Of Allah, Most Gracious. Most Merciful. I dedicate this work to:

To my beloved parents,

Words cannot express the depth of gratitude I feel for your unwavering support throughout my university years. Your constant encouragement, love, and sacrifices have been the driving force behind my success. Without your guidance, I would not be where I am today.

To my dear sister Soria and dear brothers Zakariya and Aissa,

Thank you for being my pillars of strength and for always believing in me. Your support, encouragement, and countless pep talks have kept me motivated and focused throughout my academic journey. I am grateful for your unwavering love and support, and I dedicate this dissertation to you all.

With all my heart,

Acknowledgments

My sincere thanks go to my supervisor, **Mr. Boubekour Benguerfi**, for his unwavering support, guidance, and encouragement throughout the entire research process. His expertise and insights were invaluable and helped me to navigate the challenges of this project.

Additionally, I would like to express my deep appreciation to **Miss. Maissa Brahimi** who guided me in my dissertation. Her insightful comments, constructive feedback, and support were instrumental in shaping the direction of this research.

I would also like to extend my heartfelt appreciation to the members of my dissertation committee, **Dr. Kheira Hadi** and **Dr. Amina Kerkeb**, for their insightful comments, constructive feedback, and support. Their contributions have been instrumental in shaping the direction of this research.

I am also grateful to all the teachers and Second year master students of Didactics and Foreign languages who accepted to participate in this study.

Abstract

This research investigates the perspectives of EFL students and teachers regarding the qualities that make a good EFL teacher and their influence on teaching. The study aims to examine the personnel and professional characteristics that contribute to the success of English as a foreign language teachers. The research goals include identifying the pedagogical and technological knowledge of teachers and exploring their attitudes towards students. It is hypothesized that various factors significantly affect teachers' achievement in EFL teaching, and these qualities and knowledge can either facilitate or impede their success. To gather data, a mixed method approach was utilized, involving a questionnaire administered to twenty-eight master-degree students of the English department at Ain Timouchent's University and another questionnaire administered to thirteen teachers from the same department. The results indicate that teachers who possess knowledge, a positive attitude, technological proficiency, and the ability to fulfill diverse roles can establish a positive and productive learning environment. Effective teachers demonstrate a range of professional characteristics that enable them to continuously enhance their teaching practice. Providing opportunities for professional development and support can ensure that teachers acquire the necessary knowledge and skills to foster a positive learning environment and assist students in reaching their full potential. The results of this study support the aforementioned hypothesis.

LIST OF ABBREVIATIONS

EFL: English as a foreign language

FL: Foreign language

CLT: Communicative Language Teaching

TBL: Tasked-Based learning

TPACK: Teacher Technological Pedagogical Knowledge

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General Introduction

General Introduction

Good EFL instructors become increasingly necessary as a result. In the process of learning English, the teacher is crucial. Teachers impact students' growth significantly by encouraging their interest and effort or addressing their deficiencies. A student's experience learning English as a foreign language can be fundamental, long-lasting, and emotive. The prior research studies discussing the characteristics of effective EFL teachers did not articulate a principles-based, value-driven framework supported by research and data-driven practices.

Nevertheless, not all EFL teachers can be considered to be effective, but if you were to ask anyone about the best teacher they ever had, they would all likely remember their characteristics, and they would use similar adjectives to describe their ideal figure. Those features include open-mindedness, adaptability, a caring attitude, passion, and also tread with caution.

However, a pleasant personality by itself doesn't qualify students for classes or make their lessons worthwhile. Teaching, according to Nuan and Lamb (1996), is a multifaceted trade. It is important to have good personal attributes, but this alone will not qualify you as a good teacher; you must also be a professional with in-depth topic knowledge who can adapt to various teaching styles.

Teachers can influence the classroom environment depending on their personalities for a considerable amount of time, but only to a certain extent. However, teachers who combine their traits with a passive mastery of instructional strategies tend to be more successful and provide better teaching outcomes than their colleagues.

Different educational outcomes are produced by English language teachers. Some teachers are very successful and talented. However, several elements that go well beyond a teacher's behavior have an impact on how they instruct. The primary goal of this research is to investigate and characterize the professional and personal traits that influence instructors' success rates in teaching EFL, as well as the pedagogical and technological competencies necessary for success.

This study aims to pinpoint the professional and personal qualities required of EFL teachers for them to be recognized as successful teachers. The second source of inspiration for this research was identifying the pedagogical and technological skills that teachers need.

- ◆ The present research addresses the following questions:

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1. What are the personal and professional characteristics that a good EFL teacher should have?
2. What pedagogical and technological skills are necessary for EFL teachers to succeed?

◆ The following hypotheses are to address this question:

1. An effective EFL instructor must have a few personality attributes, such as adaptability and flexibility, fairness in the classroom, and a loving attitude toward his students. An EFL teacher must be fluent in speaking the language, have linguistic competency, and have a complete command of the English language (including vocabulary, grammar, mastery of the four skills, etc.). (Functional language). Additionally, he needs to be familiar with effective teaching techniques.
2. Effective EFL teachers show outstanding pedagogical talents, which are evident in their well-thought-out lesson plans, innovative use of different teaching strategies and approaches, flexibility in meeting the requirements of their students, and command and control of the classroom environment. EFL instructors must also be computer literate to assist students in accessing and evaluating digital content. EFL teachers will also probably acquire a set of technology skills that will enable them to use such abilities in the class in the future.

The goal of the current study is to understand better what makes a good teacher on both a personal and professional level, along with the skills that make English language education successful and the roles that instructors fill in the classroom. This study seeks to help pre-service educators and trainee teachers identify the skills they lack. These people can work to improve their deficiencies and raise their chances of success once they are aware of them.

This research is being carried out at Ain Timouchent's Belhadj Bouchaib University. Is planned to collect data for this study using two questionnaires. The first one is distributed to (28) second-year master's students in Didactic and applied linguistics, the second one was sent to (13) teachers from the same university. This is intended to collect various points of view and opinions to strengthen and reinforce the investigation, as well as to gather detailed inquiries and questions about the personal and professional characteristics that make a good EFL teacher, and the skills that contribute to their success. The second one was dedicated to teachers and conducted to determine the role that the teacher should play in the classroom. Both techniques are utilized to provide unambiguous proof of what makes an English teacher

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a successful EFL teacher, as well as to demonstrate the practicality and dependability of the remedies proposed to the challenge under consideration.

There are three chapters in this dissertation. The first chapter is a descriptive theoretical section regarding a literature review. It discusses the personal and professional attributes that make an effective EFL teacher, as well as the value of pedagogical and technology competencies for teachers and how they aid in the development of a professional career. The second chapter describes the technique used in the study, which comprises questionnaires with 28 English students and 13 teachers from Belhadj Bouchaib University. Then it describes the sample and instruments, elaborates on data collection techniques, and finally presents data analysis procedures for the research tools.

On the other hand, the third chapter is devoted to fieldwork field experience, containing statistics and data acquired through observation and questionnaires, and offers some implications as well as tentative recommendations developed concerning the primary solutions to the case study of what constitutes a competent EFL instructor.



Literature Review

1.1 Introduction:

This chapter is devoted to introduce the innovative and creative qualities that make EFL teachers considered successful. This section also tries to give some insight into the fundamentals of teaching English as a foreign language and the status of the English language in Algerian educational institutions. This section will also highlight the roles that instructors play in the classroom, and the pedagogical knowledge and technological competencies that they need to succeed in their teaching career, by utilizing some of the research, studies, and theories established in this area.

Section one:

English Language Education in Algeria: Past, Present, and Future Perspectives.

1.2 Importance of EFL Teaching and Learning in Algeria:

In Algeria, the importance of foreign language (FL) teaching and learning is becoming increasingly evident. As the country continues to develop economically and politically, the need for citizens to communicate in a variety of languages is becoming more important. The ability to communicate in a foreign language can open up new opportunities for Algerians, both professionally and personally. It can also help them to better understand other cultures and build bridges between people from different backgrounds.

The Algerian government has recognized the importance of FL teaching and learning and has taken steps to ensure that it is available in schools across the country. For example, English is now taught as a compulsory subject in all public schools from primary school through high school. This has helped increase access to FL education for all Algerian students. In addition, there are now many private language schools offering courses in a variety of languages, including French, Spanish, German, Italian, and Arabic. These courses provide an opportunity for Algerians to learn a foreign language without having to leave their home country.

Overall, FL teaching and learning are essential for Algeria's future development. It helps citizens gain access to new opportunities both domestically and internationally while also helping them build bridges with people from different backgrounds (Ministry of National Education, 2021).

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1.2.1 The Status of English in Algeria:

English has become a highly significant language in Algeria, and its significance is increasing. The World Bank reported that English is the most common foreign language spoken in Algeria, with almost 4.5 million people being able to communicate in it as a second language (Central Intelligence Agency, 2022). This is due to Algeria's relationships with various English-speaking countries, for example, Canada and the US. Furthermore, English is being more widely used in educational and corporate realms. For example, many educational institutions now offer classes in English, and some organizations require their employees to be proficient in it (Autolingual, n.d.; McGill University School of Continuing Studies, n.d.; The British Council, n.d.).

Despite this increase in popularity, there are still issues concerning the utilization of English in Algeria. For instance, there is a discrepancy between what students learn in school and what is required in a professional environment. Additionally, there are not enough materials and resources available for those wishing to learn or enhance their English abilities (Autolingual, n.d.).

Overall, the status of English in Algeria is growing, but there are still challenges that need to be identified. With more resources available and a greater focus on teaching practical skills rather than just grammar rules, more Algerians will be able to benefit from learning and using English.

1.2.2 English-Language Teaching in Algeria

The teaching of English in Algeria has gone through a remarkable transformation in the past few decades. Back in the 1990s, English was taught as a foreign language in middle school and high school. The conventional methods, such as lectures, drills, and memorization, were largely used by the teachers to impart the language. The emphasis was mainly on grammar and vocabulary, without giving much importance to communication or cultural knowledge.

However, there has been a noticeable change in recent years, with a focus on student-centered approaches. This includes the implementation of Communicative Language Teaching (CLT) and Task-Based Learning (TBL). CLT aims to hone students' communicative ability by providing them with chances to utilize the language in practical situations. On the other hand,

TBL calls for students to work collaboratively on tasks that necessitate their language skills to achieve the desired outcome.

Apart from the shift in the way English is taught, there has also been a greater focus on helping students gain insight into the culture of English-speaking nations. This means topics such as literature, history, and culture are taught in the classroom. In addition, technology has become a major part of the classroom setting with the use of digital resources, for instance, videos and interactive activities, used to help students refine their language skills.

According to research conducted by Bouderbane these changes have been implemented to improve students' proficiency in English and prepare them for future employment opportunities. (2021: 5)

Section two:

Characteristics and Competencies of Effective EFL Teachers

1.3 The Roles of Teachers:

The educational system depends on teachers to impart knowledge and skills to students. They're accountable for setting educational standards, advising and supporting pupils, and supplying them with the knowledge and skills necessary for success. Therefore, teachers must be able to plan, listen, and assess to effectively teach their students and also function as their mentors, role models, and resources. We will discuss the various roles of teachers as planners, listeners, assessors, facilitators, tutors, role models, and a resource in this paper.

- **Planner:** Teachers must plan lessons that are engaging and meaningful for their students. This includes selecting appropriate materials, activities, and assessments that will help students learn the content. Planning also involves setting goals for the lesson and figuring out how to reach them in the best way possible. If a teacher plans ahead of time, his lectures will be effective and efficient (Farrell & Kottkamp, 2018).
- **Listener:** Teachers must also be attentive listeners. This entails paying attention to what students articulate and recognizing the significance of their words. Additionally, it necessitates being unprejudiced and impartial when tuning in to student perspectives or reflections (Gillespie & Walshaw, 2019). By diligently listening to the learners, instructors

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can gain knowledge of their cognitive processes and how they study, which can be beneficial in altering their teaching methods accordingly.

- **Assessor:** Assessment is the ultimate role of instructors in the classroom. Evaluation includes assessing the student's progress through tests or other evaluation forms, such as ventures or introductions. Teachers can use assessment to determine whether their students have mastered the material or if they require additional instruction or assistance. The appraisal also influences how instructors identify areas for improvement so they can adjust their teaching techniques appropriately (Kelley & Reisetter, 2020).
- **Facilitator:** Instructors serve as facilitators within the classroom by making a difference in how students learn through dynamic engagement. They create a safe environment to enable students to ask questions and investigate ideas without fear of being judged or mocked. Instructors, too, assist and guide students through ambiguous concepts by providing clear clarifications and illustrations tailored to each student's unique learning style. Furthermore, instructors can encourage learning by creating a climate of collaboration and participation among understudies. They make a difference because they cultivate a sense of community inside the classroom and energize understudies to work together to fathom issues and reach their objectives (Gonzalez & Moll, 2014).
- **Tutor:** In addition to encouraging learning within the classroom, instructors also serve as guides for their understudies. Mentoring involves providing one-on-one instruction tailored to each student's personal needs. They could incorporate it by making a difference with homework assignments or giving extra help with a specific subject or area of expertise. Mentoring can be particularly advantageous for struggling learners who may require additional assistance understanding a concept or mastering a skill (Gonzalez & Moll, 2014).
- **Role Model:** Moreover, teachers serve as role models for students. They illustrate how to act dependably and morally in all aspects of life. Instructors show respect for others by treating everyone with benevolence and reasonableness. By modeling these behaviors within the classroom, instructors offer assistance and instill values such as integrity and honesty in their students that will remain with them all their lives (Gonzalez & Moll, 2014).

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- **Resource:** Teachers serve as resources for their students inside and outside of the classroom. Inside the class, they provide access to materials such as course readings or other instructive assets that can offer assistance and support students' learning (Gonzalez & Moll, 2014). Outside the classroom, they can give direction on points such as college affirmations or careers (Kaufman & Kaufman-Scarborough, 2017). By serving as a resource for their students in and out of school, instructors can supply beneficial support that can offer assistance and guarantee success both now and in the future.

1.3.1 Relationship between Teacher and The Learner:

The relationship between teachers and learners is critical for a successful educational system. It is fundamental for teachers to have a strict attitude, give praise, and pay attention to all learners to create a positive learning environment. This paper will examine the significance of having the above-mentioned features to cultivate a positive relationship between instructors and learners.

- **Strict Attitude:** According to a study by Silva et al. (2017), teachers' disciplinary demeanor is an imperative component affecting learners' academic performance and behavior¹. The study found that strict teachers were more likely to have superior academic performance and behavior within the classroom from their students². In addition, strict teachers can help create an atmosphere of respect between the teacher and the student. It might be beneficial because it can offer assistance in cultivating trust between the two parties and better communication and understanding.
- **Praise:** Praise is another critical factor in Creating a positive relationship between teachers and learners. Concurring with the inquiry conducted by Peng (2021), "praise is a successful way for instructors to motivate their students." The authors set up that when instructors praised their students for their trials or achievements, they would continue working hard or striving for success. Furthermore, praise can offer assistance in creating a climate of respect between the teacher and student because it appears that the educator values their endeavors (Peng, 2021).
- **Attention:** Attention is also necessary for developing a strong relationship between teachers and students." instructors should pay attention to each student's particular conditions to set up an effective environment for learning," according to Chaudhuri et al. (2022). The authors discovered that when teachers paid attention to each student's

particular requirements, students had better academic achievement and improved classroom behavior. Furthermore, paying attention may help build trust between the two people, leading to improved communication and understanding Chaudhuri et al. (2022). (p. 2).

1.3.2 Content Knowledge of Successful EFL Teachers:

Teachers of English as a Foreign Language (EFL) are entitled to instruct students to learn English as a second language. EFL teachers to be proficient in a range of abilities and knowledge to succeed, including subject knowledge, pedagogical understanding, instructional strategies, lesson planning, and English classroom management. This article will discuss the subject expertise of effective EFL teachers and how it contributes to their success.

1.3.2.1 Content Knowledge and pedagogical understandings:

Content knowledge is a critical aspect of effective EFL teaching, as it encompasses an understanding of the language as a whole, including grammar, syntax, pronunciation, and vocabulary. By imparting knowledge of the language, a generation of understanding of the culture and customs associated with the language can ultimately be achieved. Content knowledge is essential to successful teaching because it provides the framework for instruction and enables teachers to create relevant learning environments for their students (Borges & Sousa-Lima, 2020). Pedagogical knowledge, the ability to apply subject knowledge, is also necessary when teaching English as a foreign language. It involves the preparation of classes that are interesting and relevant to student interests, as well as the capacity to assess students' progress and adjust lessons as needed (Kumar & Sharma, 2020).

1.3.2.2 Instructional Techniques and lesson Plans in EFL classrooms:

Effective EFL teaching requires several crucial elements. Firstly, classroom management is essential to establish a good learning atmosphere where students feel comfortable and encouraged. Effective classroom management involves setting clear expectations for student conduct, implementing rules, rewarding good behavior, dealing with disruptive behavior swiftly and effectively, giving opportunities for student involvement in decision-making processes, and encouraging a feeling of belonging among students (Borges & Sousa-Lima, 2020).

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Secondly, EFL instructors use various instructional tactics to instigate their students to participate in language-learning activities. These methods include the use of visuals like photos or movies, the provision of hands-on activities, the use of games, the incorporation of music, and the use of technology like online tools or applications (Kumar & Sharma, 2020).

Thirdly, lesson plans are crucial for effective EFL teaching. A good lesson plan should contain goals that specify what students should learn from the lesson, activities that include students in worthwhile learning experiences, instructional resources, assessment methods, and closing activities that help students remember what they learned (Kumar & Sharma, 2020).

Overall, effective EFL teaching requires a combination of effective classroom management, appropriate instructional tactics, and well-planned and executed lesson plans.

1.3.3 Technological and Pedagogical knowledge:

TPACK, or teacher technological pedagogical knowledge, is a fundamental concept in the education sector. It is a framework that explains the information and abilities instructors need to use technology in their instruction. Three elements make up TPACK: technology skills, technical knowledge, and integration. This essay will go through each TPACK component and how they combine to provide successful technology-integrated lessons.

1.3.3.1 Technological knowledge and skills:

Mishra and Koehler (2006) claim that technological expertise is the ability of a teacher to utilize the many forms of technology accessible in the classroom. An understanding of networking, hardware, software, and other related technologies is essential. This includes knowing how these technologies can support student learning. To choose the technologies that are most suited for a particular educational task, teachers must be knowledgeable of the benefits and drawbacks of different technologies .

Teachers need to be able to use technology effectively in their lessons in addition to having a basic understanding of it. Teachers have to utilize connected technologies like web-based tools or Android applications, associated gear like computers, tablets, and projectors, as well as software like word processors or presentation software, networks, and kinds of

networks (LAN and WAN). Teachers must possess a range of technical skills to choose the optimal instruments for a certain educational activity (Bayrak, N., & Bayrak, G.2021).

1.3.3.2 Technological Integration:

Technology integration, which refers to instructors' capacity to successfully incorporate technology into their instruction to improve student learning outcomes, is the last element of TPACK. Accomplish particular educational goals requires selecting the appropriate technical instruments, creating lessons that use technology, putting those lessons into practice with students, and evaluating the Learning outcomes of students utilizing technology-based techniques (Bayrak, N., & Bayrak, G.2021). Teachers need to know when using technology is acceptable and will benefit students' learning outcomes, say, Schrum, L., Levin, B.B (2013).

1.4 Personal Traits of good EFL Teachers:

Good EFL professors have a range of character qualities that help them instruct and engage their students. These qualities include justice, patience, passion, flexibility and adaptation, respect, and a caring attitude toward their students.

- **Flexibility and Adaptability:** A teacher of English as a foreign language must possess flexibility and adaptability. An EFL teacher must have the flexibility to modify their teaching methods to meet the requirements of their students since the classroom environment changes often. This includes the ability to alter the lesson plan per the students' comprehension level or to alter activities that are not yielding the desired results (Garca-Carbonell et al., 2017).
- **Fairness:** A quality that EFL instructors should value is fairness. All students must be treated fairly and given equal opportunities to study and engage in class events. As a result, they must refrain from favoring any single kid or group of pupils. Fairness, according to The Guardian article, "is crucial for instructors to establish a climate where all pupils feel respected and appreciated" (Hodgson, 2018).
- **Patience:** Patience is another essential quality for EFL teachers. Since it may be hard to learn, EFL teachers must have patience while training their students. They must be ready to take the time necessary to fully explain concepts and answer any questions

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brought up by their students. According to an essay published in *The Conversation* (Baker & O'Neill, 2019), it is commendable to have patience while teaching English as a foreign language.

- **Passion:** EFL teachers should be passionate and satisfied with their jobs. They must like teaching English as a foreign language and support their student's learning and success. An Oxford University Press article claims that enthusiastic instructors are more to inspire their pupils and provide a stimulating learning environment (Lambert & Kostoulas-Makrakis, 2020).
- **Respect:** For every teacher, but particularly for EFL instructors, respect is a crucial quality. A healthy learning environment must respect the students: cultures, backgrounds, and linguistic abilities. EFL instructors need to be aware that each student has unique demands and varying degrees of language competence. EFL instructors may foster a culture of trust and understanding in the classroom by treating their students with respect (González-Lloret & Lee, 2017).
- **A Caring Attitude:** Moreover, EFL instructors should also possess a compassionate disposition toward their students. One way to establish a pleasant learning atmosphere where students feel at ease and encouraged is by caring about their achievements and general well-being. Being ready to go above and beyond to support their student's success is a sign that teachers care about them. They may include providing them with additional assistance outside of class or providing them with more study aids (Kumaravadivelu, 2006).

1.4.1 Professional Characteristics of Successful EFL Teachers:

Teachers of English as a Foreign Language (EFL) are in charge of instructing students who are starting to learn English as a second language. As a result, to instruct their students successfully, teachers need to be well-versed in a variety of knowledge and skills. Digital literacy proficiency is one of the most crucial professional traits of EFL teachers, along with a host of other traits that help them instruct their students successfully, such as language proficiency, in-depth subject knowledge, excellent communication skills, patience, and understanding when working with struggling students, strong organizational skills, and the capacity to inspire their students. Fluency in English despite not being a native speaker, sound

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teaching skills, and the employment of diverse teaching methodologies are additional crucial professional traits.

- **Well-Versed in Digital Literacy:** Digital literacy is "the capacity to effectively access, manage, integrate, analyse, generate, and share information using modern media, chat rooms, and networks."(Huvila, I. (2012). It is necessary for achievement in both the academic and professional spheres. Therefore, EFL instructors must possess the expertise required to enhance the abilities of their students. EFL instructors should be able to educate their students on how to utilize internet tools like dictionaries and grammar websites. Additionally, they should be able to teach their students how to use technology, including video conferencing programs for online classrooms or online discussion forums for group projects. FL instructors should also be aware of the many social media networks to educate their students on how to utilize them politely for communication and cooperation. The many forms of digital teaching materials used in the classroom should also be familiar to EFL instructors. These resources may include ICT devices such as interactive whiteboards or projectors for multimedia platforms, and online tests to gauge students' learning. EFL instructors make sure to give their students a productive learning experience by becoming acquainted with these tools and understanding how to use them in the classroom (American Library Association, 2019).

To continue offering their students a high-quality education, EFL teachers have to keep up with current advancements in digital literacy. Attending conferences or seminars on educational technology or reading up on the most recent developments in digital literacy are two examples of how to do this. EFL instructors may better prepare themselves to provide high-quality teaching in domains of digital literacy keeping up with recent advances in the area (American Library Association, 2019).

- **Language Proficiency:** Teachers need to be proficient in the language they teach because it is essential for designing coherent instruction plans. To successfully connect with their students and provide teaching, EFL teachers must be fluent in English. Additionally, they must be able to determine the level of language competency of their learners to modify their teaching strategies (Nugroho, H. A. 2018).

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- **In-depth Knowledge of The Subject Matter:** EFL teachers need to have a thorough understanding of the subject matter. This entails knowing the grammar, syntax, and pronunciation norms that apply to the English language, also how to teach these ideas successfully. Additionally, effective EFL instructors should be knowledgeable about various pedagogical approaches and techniques for involving their students in educational activities. They should be familiar with the diverse cultural settings and how they could influence students' learning (Gebhard ,2020).
- **Excellent Communication Skills:** EFL instructors need excellent communication skills to convey knowledge to their students. This entails explaining ideas and directions, being attentive to what students say, and responding accordingly. Successful EFL instructors should also be patient and empathetic when dealing with students who have trouble grasping some ideas or comprehending instructions or tasks (Krashen , 2019).
- **Strong organizational skills:** Successful EFL teachers need proper organizational abilities to prepare lessons, coordinate classroom discussions and assignments, evaluate their performance, and keep track of student progress. They should also be able to encourage their students by offering positive feedback for excellent work and assisting them when they are struggling with specific topics or activities. (Krashen , 2019).
- **Non-Native Speaker but Fluent in English:** Being a non-native speaker yet proficient in English is one of the most commendable feats for an EFL instructor. Although native speakers may have an edge in terms of pronunciation and accent, they may not be able to connect to students' experiences as effectively. On the other hand, non-native speakers may provide students with insight into their shortcomings while learning English and can provide greater compassion and assistance. Furthermore, non-native speakers may act as role models for their students by proving that it is possible to master a foreign language even with little exposure (Gonzalez & Molleda, 2017).
- **Sound Teaching Skills:** For EFL instructors, effective teaching abilities are just as crucial as being a non-native English speaker yet competent in the language. Teaching abilities comprise pedagogical knowledge and classroom management strategies that allow instructors to engage their students and foster a healthy learning environment.

Chapter One: Literature review

Additionally, successful teaching abilities include the capacity to evaluate student progress and modify the lectures as necessary (Kumaravadivelu, 2006).

- **Employment of Diverse Teaching Methodologies:** One example of a diverse teaching methodology is the use of technology in the classroom. Technology can be used to create interactive lessons that engage students in a variety of ways. For example, teachers can use online tools such as Kahoot or Quizlet to create quizzes or games that help students review material. Additionally, teachers can use video conferencing tools such as Zoom or Google Hangouts to facilitate virtual discussions and lectures. By incorporating technology into their lessons, teachers can provide students with an engaging and interactive learning experience (Gonzalez & Mims, 2020).

1.5 Conclusion:

Finally, this chapter delved into the abecedarian characteristics that comprise an EFL teacher's successful educational career. The first part was devoted to the significance of tutoring and learning English as a foreign language in Algeria, its status, and the primary and new aspects of teaching English in Algeria. This part was an attempt to show the disposition of English as a foreign language in the Algerian educational system.

In the alternate part, we started by catering to the roles of the teachers and how their relationship with their students should be. As a result, it addressed the significance of an EFL teacher having a strong foundation in content knowledge as well as competency in technological and pedagogical knowledge. Also, it answered the question, "What are the personal and professional characteristics that a good EFL teacher should have?" and described the most important way of doing so and its rationality in EFL environments.

*Research Methodology and Data
Collection Instruments*

Chapter two: Research Methodology and Data Collection Instruments

2.1 Introduction:

This chapter is devoted to the research methodology of the study. It aims to investigate and gain a deeper understanding of the foundational characteristics of good EFL teachers, the knowledge that entails their success, and the relationship between them and the students with a focus on the first-year master students at the University of Ain Temouchent. The chapter begins with a thorough explanation of the case study, which includes the setting, the sample population, and the profiles of the participating teachers and students. A questionnaire is used as the research tool in this study to collect both qualitative and quantitative data from the participants. The survey will aid in gathering data on the fundamental qualities of effective EFL teachers, their level of ability, and their interactions with their learners.

2.2 The Objectives of The Study:

To better understand what constitutes a competent EFL instructor, a research study on EFL (English as a Foreign Language) teachers is being conducted. For Master's students interested in becoming EFL instructors, this kind of study is crucial since it will provide them with the information and abilities they need to succeed in their chosen field.

The main goal of this study is to pinpoint the essential skills and traits of successful EFL teachers. This might include traits like patience, a caring attitude, flexibility and adaptability, solid knowledge, and communication abilities. Master's students will be better prepared to acquire these abilities and become great instructors by learning about the characteristics of an excellent EFL teacher.

Another key goal of this study is to examine the relationship between EFL teachers and their students is a key goal of this study. This encompasses the teacher's capacity to foster learning as well as their capacity to establish a strong rapport with their students. Master's students may learn how to establish a supportive and engaging learning environment that promotes student achievement by researching the techniques that effective EFL instructors use to form strong connections with their learners.

This study will also examine the pedagogical and technical expertise that proficient EFL instructors possess. The newest technology that may be utilized to improve language learning may also be included, as well as knowledge of second language acquisition theories and teaching methods. Master's students will be better equipped to adapt to new teaching

Chapter two: Research Methodology and Data Collection Instruments

tactics and technology and provide their students with the most effective and interesting learning experiences by studying the pedagogical and technical expertise of successful EFL instructors.

2.3 Research Method, setting , and sampling:

Research method, setting, and sampling are the three key components of a research study. The research method is the process of gathering and analyzing data to answer a research question. The setting is the context in which the research is conducted. The sample is the subset of a population that is selected to participate in the research study.

2.3.1 Research Methods:

Each research study must start with the selection of a research methodology. The case study methodology, which entails a thorough analysis of a single individual, group, event, or community utilizing a variety of sources and methodologies, was chosen by the researcher to be used in the current study. This approach makes it possible to investigate the topic under inquiry from several angles. A mixed-methods strategy that integrates both qualitative and quantitative data collection and analysis was judged acceptable to provide an accurate image of reality (Creswell, 2014). This strategy enables the researcher to compile more accurate data, provide solutions from many angles, and help obtain a greater understanding of the issue being studied (Mackey & Gass, 2005; Creswell, 2014). According to Mackey and Gass (2005), using a variety of research methods and data sources improves the investigation's credibility.

The Research topic, the nature of the issue being studied, and the study design all have a significant impact on the data-gathering technique used (Creswell, 2014). Although quantitative research is better suited to generalization and hypothesis testing, qualitative research is often employed to investigate and comprehend complicated phenomena (Smith, 2018). The popularity of mixed methods research, which mixes quantitative and qualitative techniques, has increased since it gives the benefits of both approaches and may present a more thorough and nuanced knowledge of the study subject (Creswell, 2014; Smith, 2018). The choice of a research technique should take the study objective and question into account, according to Patton (2015). The approach used must be in line with the goals of the study and be able to provide data that is both accurate and informative. At the end of the day, the success of the research endeavor depends on choosing the best data-gathering technique.

Chapter two: Research Methodology and Data Collection Instruments

The quantitative aspect of the present study involves the statistical analysis of the students' questionnaire to describe students' perception of their relationship with their EFL teachers and pinpoint the ideal characteristics that competent EFL Teachers should have, whereas the qualitative aspect involves the qualitative analysis of teachers' questionnaire transcripts to validate the authenticity of the found data and to describe the significance of teachers' subject-matter expertise, the roles they play in the classroom, and the professional traits they should have from teachers' perspectives.

2.3.2 Research Settings:

The study took place in the English department of Belhadj Bouchaib University in Ain Temouchent during the academic year 2022/2023. The university became official on November 22, 2020, after opening as a University Centre in 2009. The English department has been active since 2012 and currently has 39 teachers and 691 students. The department offers a Master's degree with two specialties, "Didactics and Applied Linguistics" and "Literature and Civilization." The "Didactics and Applied Linguistics" specialty has (62) Master's students, with (28) being the sample for Chapter Two research methodology since they were the only ones that answered the questionnaire. The sample includes eight teachers with varying expertise ranging from less than five years to more than a decade in fields such as Linguistics, Phonetics, and oral expression, DEFL, Sociolinguistics, ID, Communicational practices, Grammar, applied linguistics, language, and education, study skills, Culture, and civilization. The department follows the LMD system, which stands for License/Master/Doctorate, and has been in use in Algeria since 2004/2005.

2.3.3 Research Sampling:

The participants of this study were master 2 students from "Didactics and Applied Linguistics" at the university of Belhadj Bouchaib University in Ain Temouchent and teachers from the same department to provide valuable insight into the topic of the study, making for a thorough research analysis.

❖ Students' Profile:

The sample size was 28 master 2 English students whose average age was 21-25 years; there was only one student who was less than 21. There were 20 (71.4%) female participants while male participants were merely 8 (28.6%). The researcher used email to

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select the participant. That is, he selected master 2 didactics and applied linguistics classroom and sent a questionnaire to all the students.

❖ Teachers' Profile:

The researcher invited all the department teachers who had taught a variety of modules, ranging from linguistics and phonetics to culture and civilization, as well as other topics such as DEFL, sociolinguistics, grammar, applied linguistics, language, education, and study skills. The teaching experience of these selected teachers varied from less than five years to over a decade, ensuring a diverse range of perspectives and expertise for the research analysis. By selecting teachers who had taught these various modules, the researcher aimed to gain a comprehensive understanding of the teaching practices and experiences within the English department, ultimately contributing to the development of the knowledge.

2.4 Data Collection Instruments:

Data collection instruments refer to the various tools utilized by researchers to obtain information for their study. These tools may include observation, tests, questionnaires, and interviews. For the current study, a questionnaire with both students and teachers was the chosen data collection method to achieve the research objectives.

2.4.1 Questionnaire:

Questionnaires are a useful technique for gathering information on attitudes and views from a large participant population, claim Creswell and Cohen (2017). One benefit of employing a questionnaire is that it enables researchers to quickly acquire data from a bigger group of participants. In investigations where high sample sizes are required to provide acceptable statistical power, this may be extremely beneficial. Also, because they may be sent online or by mail and need fewer resources, questionnaires can be used economically.

According to Creswell and Cohen (2017), questionnaires provide a structured and methodical approach to data collection. To make sure they are assessing the structures they want to test, researchers might carefully write their questions. This may contribute to improving the study's validity and the dependability of the data gathered. In addition, questionnaires are quite adaptable and may be used in a variety of research situations, including investigations into different fields of study and involving distinct populations.

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Dörnyei (2007) outlined several advantages of employing questionnaires in research in a different study. One benefit of questionnaires is that they let respondents reply to questions in a methodical and organized manner. This might aid in ensuring the accuracy and dependability of the replies. In addition, questionnaires may be created quickly and customized for certain study objectives or hypotheses. Its adaptability enables researchers to collect data on a variety of subjects.

2.4.1.1 Types of Questions in a Questionnaire:

In the aforementioned questionnaires, two (02) sorts of questions have been used: closed-ended and open-ended questions.

- **Closed-Ended Questions:** Closed-ended questions are a useful strategy for obtaining precise and quantitative data in research projects... Closed-ended questions, like multiple-choice or Likert-type ones, give respondents just a small number of possible answers. They are especially helpful when a researcher wishes to gather the information that can be quickly measured and statistically examined. By reducing the possibility of respondent bias or misunderstanding, closed-ended questions may improve the validity and reliability of the data that is obtained. Moreover, statistical software may be used to quickly assess closed-ended questions and provide quantitative data that can be utilized to test hypotheses and reach conclusions in research investigations Cohen (2013).
- **Open-Ended Questions:** Open-ended questions allow for more in-depth and nuanced responses from participants, as they are not limited to pre-determined answer options. Moreover, open-ended questions can be particularly useful in exploratory research, as they allow participants to freely express their thoughts and opinions. However, analyzing open-ended responses can be time-consuming and requires careful attention to detail to accurately identify themes and patterns in the data Cohen (2013).

2.4.1.2 Description of Students and Teachers' Questionnaires:

To conduct this study, the questionnaire has been selected as a research Instrument to collect information for quantitative and qualitative data. Both students' and teachers' questionnaires contain open-ended and close-ended questions which have been given to them. The students' questionnaire was made of twelve questions which are arranged into two

sections and each section contains questions. The teachers' questionnaire was made of twenty-three questions which are arranged into six sections.

2.4.1.2.1 Students' Questionnaire:

➤ Section One: Students' Information (Q1 -Q4)

The section is dedicated to the student's portfolio that aims to get general information about the participants, and it includes four questions. The first question (Q1) is a closed-ended, dichotomous question. The students are asked to specify their gender. The second question (Q2) is closed-ended, it is about the students' age group. The third question (Q3) is open-ended, the learners have been questioned about the age at which the students began learning the English language. The fourth question (Q4), questioned the participant's level of proficiency in the English language.

➤ Section Two: Personal Attributes of a Good Teacher and Student-Teacher Relationship (Q5 -Q12)

The second section discusses the student's perspective of the personal attributes of a good teacher and the student-teacher relationship. The fifth question (Q5) is closed-ended. Its goal is to gather the respondent's opinions on the importance of teacher adaptability and flexibility in the Language Classroom. The sixth question (Q6) is a Likert-type scale question that seeks to assess the participant's perception of the importance of fairness and impartiality in a language teacher. The options range from strongly agree to strongly disagree, with a neutral option also available.

The seventh question (Q7) is a closed-ended, dichotomous question seeking the respondent's opinion about the importance of teachers showing patience to Their students. The eighth question (Q8) is a multi-choice question intended to understand the reason behind the participant's response to the previous question (Q7) where yes was chosen as an answer. The choices that have been suggested are as follows: (a) it is a teacher's primary job to make students understand a concept; (b) it is an efficient way to get around with slow learners; (c) it helps them to cope with difficult situations. The ninth question (Q9) is a multi-choice question that seeks to obtain information on the qualities that participants value in a good teacher. The options provided are courtesy and respect, patience and passion, and strictness and decisive.

The tenth question (Q10) is a Likert scale question. This question seeks to explore the respondent's preferences for a particular teaching attitude and feedback style in language learning, and their level of agreement with words. The options range from strongly agree to strongly disagree, with a neutral option also available. The eleventh question (Q11) is a Likert scale question. This the question seeks to gather information on the extent to which the listed attributes are valued by the respondents in a language teacher using the rating scale of non-important, important, very important, and must. The listed attributes are as follows: (a) flexibility and adaptability; (b) fairness; (c) respect; (d) patience and passion; (e) a caring attitude. The twelfth (Q12) question is a Likert question. The question aims to measure the participant's level of agreement or disagreement with a set of statements related to the teacher-student relationship. The statements cover a range of attributes, including respect, professionalism, impartiality, control, compassion, communication, teaching skills, and subject knowledge.

2.4.1.2.2 Teachers' Questionnaire:

➤ Section One: An Introductory Section

The questionnaire's context and goal are established in the questionnaire's introduction section. It informs the participants of the questionnaire's main objective, the questionnaire's topics, such as teacher knowledge, classroom management, and important professional skills, are outlined in the introduction section. The value of the participants' honest feedback is also emphasized in the introduction section. The overall aim of the introduction section is to inspire and urge the survey respondents to provide truthful and considerate answers.

➤ Section Two: Teachers' Information (Q1 – Q3)

This section is concerned with teachers' portfolios to get General information about the participants, and it includes three questions. The first question (Q1) is a multi-choice question. The researcher's purpose of this question is to collect data regarding the level of experience of the participants. The options provided are: (a) 0-5 years; (b) 5-10; and more than 10 years. The second question (Q2) is open-ended. It is designed to see which module the participant teaches. The third question (Q3) is open-

ended. It is an exploratory question that attempts to identify the teacher's beliefs, values, and principles that guide their teaching approach.

➤ **Section Three: Teacher Knowledge and Attitude (Q4 – Q7)**

This section is an essential part of the questionnaire. It investigates the teachers' knowledge and attitude in the classroom. Its primary aim is to determine the importance of teachers' knowledge and their attitude toward their students. This section consists of four questions. The fourth question (Q4) is open-ended. The question seeks to gather teachers' subjective opinions and perceptions about what they think makes a good English teacher. The fifth question (Q5) is a multi-choice question. This question aims to identify the biggest hurdles faced by the teacher while teaching English. The options that have been suggested are as follows: (a) lack of resources; (b) difficulty in managing students; (c) inconsistent class schedules; (d) limited speaking opportunities for students; (e) all of the above. The sixth question (Q6) is open-ended, the teachers are asked for Their opinion on the effect of having a strict attitude as a teacher on the learning process through Their personal experience.

The seventh question (Q7) is a Likert scale question. The purpose of this question is to assess the importance level of the teacher's ability to control, manage and discipline the class and to orchestrate the lessons, using the rating scale of non-important, important, very important, and must. The given opinions are as follows: (a) the teacher's ability to give clear, concise, and verified instructions; (b) the teacher's ability to give clear, concise, and verified instructions; (c) the teacher's ability to answer grammar questions with confidence; (d) the teacher's ability to provide authentic English models (possesses excellent grammar and pronunciation); (e) the teacher's ability to plan intriguing, relevant lessons; (f) the teacher's ability to write detailed lesson plans utilizing suitable EFL vocabulary; (g) the teacher's ability to pay equal attention to each student in the class; (h) the teacher's awareness of learning styles and their ability to apply them to teaching; (i) the teacher's ability to assist student learning using digital tools and resources; (j) the teacher's ability to produce and manage digital content, including websites, documents, and presentations using multiple forms of media; (k) the teacher's ability to assume appropriate roles

according to the lessons/Framework; (l) the teacher's ability to maintain an appropriate pace; (m) the teacher's interest in student achievements.

➤ **Section Four: Technological Knowledge (Q8 – Q10)**

The Fourth section is dedicated to investigating the teacher's proficiency in technology-based techniques and the whole degree significance in our study. It includes three questions. The eighth question (Q8) is a multi-choice question attendant to explore and identify the specific skills and knowledge that are accessories for EFL teachers to effectively integrate digital technology into their teaching practices. The choices that have been suggested are as follows: (a) understanding of online teaching platforms; (b) the ability to create multimedia content; (c) knowledge of online assessment tools; (e) familiarity with education technology resources. The ninth question (Q9) is a Likert scale question. This question attempts to determine the comfort level of the participant when it comes to using technology in the classroom. It provides a range of options, from a little bit comfortable to extremely comfortable, to gauge the participant's level of comfort. The tenth question (Q10) is an open-ended question attempt to find out the types of technology that a respondent has used while teaching in a classroom.

➤ **Section Five: Teachers' Roles (Q11- Q14)**

The fifth section is concerned with the most important roles that teachers opt for within the EFL classroom. It consists of four questions. The eleventh question (Q11) is open-ended and opinion-based. It aims to understand the teacher's perspective on the most important rule for a teacher to assume among the given options of a planner, listener, assessor, tutor, role model, and resource. It also seeks to understand the reasoning behind their choice. The twelfth question (Q12) is open-ended. It seeks to understand the strategies used by teachers to balance the different roles in teaching to ensure the outcome for their students. The thirteenth question (Q13) is open-ended and aims at the different roles that teachers can adopt to facilitate student learning. The fourteenth question (Q14) is a multi-choice question intended to address the difficulties encountered by teachers while fulfilling Their roles, including planning and preparing lessons, grading assignment, managing a diverse group of students, and inadequate support from colleagues or administration.

➤ **Section Six: Professional Characteristics of Teachers (Q15 – Q23)**

The section attempts to explore the professional tributes that entail EFL teachers' success. It serves as a fundamental criterion for the current research paper and includes a set of nine questions that aim to investigate the characteristics that distinguish effective EFL Teachers from their less successful counterparts. The fifteenth question (Q15) is a Likert scale question. It seeks to measure the importance that the respondent places on a teacher's subject knowledge. The respondent is asked to choose one of four options, ranging from " non- important " to " a must ".

The sixteenth question (Q16) is an open-ended question that seeks to examine the impact of a teacher's subject knowledge on student's learning outcomes. The seventeenth question (Q17) is a Likert scale question. The participants are asked to what extent they agree with the statement that a non-native speaker who is fluent in English is a desirable feature in EFL teachers. The answer options range from " strongly agree " to " strongly disagree ", which allows for a wide range of opinions to be expressed. The eighteenth question (Q18) is an open-ended question that seeks an explanation for the participant's response to the previous question. The nineteenth question (Q19) is closed-ended. It aims to determine whether the participants believe that using different teaching methods is effective for a teacher while conducting a lecture.

The twentieth question (Q20) is a multi-choice question. It seeks to understand the various reasons why language proficiency is crucial for EFL teachers, such as being able to use the language in the classroom, serving as a good language model for students, and selecting appropriate teaching materials from real-life situations for more proficient use. The twenty-one question (Q21) is a dichotomous question seeking to determine whether the participant agrees or disagrees with the statement that teachers need communication and organizational skills. The twenty- two question (Q22) is open-ended. It attempts to identify the difficulties teachers face in classroom management and communication. The twenty-three (Q23) is an open-ended question that seeks to explore strategies that teachers can use to foster an environment that promotes effective communication and organization in the classroom

2.5 Approaches of Data Gathering:

Chapter two: Research Methodology and Data Collection Instruments

The questionnaire was distributed through distinctive steps. The researcher's questionnaire was first reviewed by the supervisor, after which it was changed and improved based on his comments. After that, the questionnaire was then sent to the target population via email on February 20, 2023, along with an explanation of the research's purpose from the researcher. The answers were automatically stored for analysis. The Participants were also asked to contact the researchers with any questions they may have and to seek assistance from them if they encounter any difficulties while completing the questionnaire, the participants were often prompted to complete the questionnaire each time, and the anonymous replies were automatically kept for analysis.

2.6 Conclusion:

This chapter gave a thorough explanation of the stages used throughout the study work's methodological procedure. It provides a broad summary of the objectives, the research method, the research site, the sample, the research tools, and the data-collecting process. The researcher selected the above-mentioned tools to create a conceptual framework to draw conclusions and the findings of this study activity, which will be seen in the next chapter.

*Data Analysis, Interpretation,
suggestions and Recommendation*

3.1 Introduction:

In this chapter, we delve into the heart of the research by thoroughly analyzing and discussing the data collected through a questionnaire. Building upon the theoretical foundation established in the previous chapters, we present and illustrate the findings using graphs, charts, and tables for clearer understanding. Through a meticulous interpretation of the data, we gain valuable insights into the research topic and draw meaningful conclusions. In the first part of this chapter, the researcher will present the results of the questionnaire targeted at 28 Master 2 students of Didactic and Applied Languages, at the department of English language, Belhadj Bouchaib University, Ain Temouchent. Accordingly, in the second part, the researchers provide a discussion of the results of the questionnaire. Then, in the third part, the researchers present the results of the questionnaire that was targeted at 13 teachers from the same research site. The fourth part is devoted to the discussion of the results of the questionnaire. Additionally, this chapter concludes with practical recommendations based on our findings, providing a road map for future action.

3.2 Data Analysis:

This section focuses on the analysis of the data collected through the research instruments, namely the questionnaire for students and teachers. The aim is to provide a comprehensive summary of the data gathered throughout the research process and to pave the way for establishing appropriate answers to the research questions (confirm/reject hypothesis). The analysis involves data of both quantitative and qualitative derived from the students' questionnaire, and the teachers' questionnaire. By combining these data sources, we can gain a better understanding of the research topic and draw meaningful conclusions.

3.3 The Analysis and Interpretation of Students 'Questionnaire:

The analysis and interpretation of students' questionnaires provides a valuable global view of their attitudes, perceptions, and preferences, helping to inform educational programs and institutions.

3.3.1 The Analysis of Students 'Questionnaire:

The purpose of this questionnaire was to investigate the preferred characteristics of effective EFL teachers as viewed by EFL students, with a focus on the student-teacher relationship. The study sample was twenty-eight students. The questionnaire consisted of twelve different questions (closed and open-ended questions) arranged into two sections.

➤ Section One: Students' Portfolio

The first section shows general information about the students, which includes gender, age, English language learning age, and proficiency level.

Question 01: Students' Gender

Gender	Number	Percentage
Male	08	28.6%
Female	20	71.4%

Table 3.1: Students 'gender

The table above shows that. The majority of the students (71.4%) are females and only (28.6%) are males. This signals females' dominance over males. This may be because females are more interested in studying foreign languages and English particularly.

Question 02: Students' age

Age	Number	Percentage
Between 18-21	1	3.6%
Between 21-25	27	96.4%

Table 3.2: Students 'age

The data obtained reveal that the students' ages vary between 18 and 25 years old. The majority of students (96.6%) are between 21 and 25 years old, and (3.6%) just one student was between 18 and 21 years old. This indicates that second-year master EFL students of English are from different age categories. Therefore, they have different learning experiences. Besides that, all the participants are M2 students who belong to the LMD system.

Question 03: English learning age

Age started learning English	Frequency	Percentage
At 8 years old	2	7.4%
At 9 years old	3	11.1%

At 10 years old	5	18.5%
At 11 years old	7	25.9%
At 12 years old	4	14.8%
At 13 years old	1	3.7%
At 15 years old	1	3.7%
First-year middle school	2	7.4%
In the first grade of middle school	1	3.7%
Pre-school	1	3.7%
Total	27	100%

Table 3.3: English Learning Age

The data set provided 27 responses about when people started learning English. The majority of students (25.9%) began learning at age 11, while the second most common age was 10 years old with representation from (18.5%) of respondents. There were some outliers in the data set where individuals had either started to learn English at an early or later stage such as ages of eight and fifteen respectively. Moreover, some respondents indicated they began studying at the same age as two who said they started their studies when they were eight years old and another three when nine.

Question 04: Proficiency level

Proficiency level	Number of the respondents	Percentage of respondents
Low intermediate	0	0%
Intermediate	4	14.3%
Upper intermediate	18	64.3%
Advanced	6	21.4%
Total	28	100%

Table 3.4: English Language Proficiency

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As per the table, it can be understood that most of those who participated in the survey (64%) possess an upper intermediate level of English proficiency. This suggests that they have a sound knowledge of the language and can communicate efficiently in most situations, but may sometimes commit errors or face challenges with intricate linguistic structures. On the other hand, out of the participants, (21.4%) claimed to have an advanced level of English proficiency and are capable of communicating fluently in diverse settings. The remaining (14.3%) fall under the intermediate level and possess a basic understanding but may face difficulties with complex language tasks. In general, the findings indicate that most of the participants are skilled in English and possess an upper intermediate level. Nonetheless, individuals with intermediate proficiency could still enhance their language abilities by exploring additional learning opportunities.

➤ Section Two: Personal Attributes of a Good Teacher and Student-Teacher Relationship

this section is indented to investigate the qualities that define an effective teacher and how establishing a positive connection between students and teachers is crucial for academic achievement.

Question 05: Do you think it is important for a language teacher to be adaptable and flexible in his attitude in the classroom?

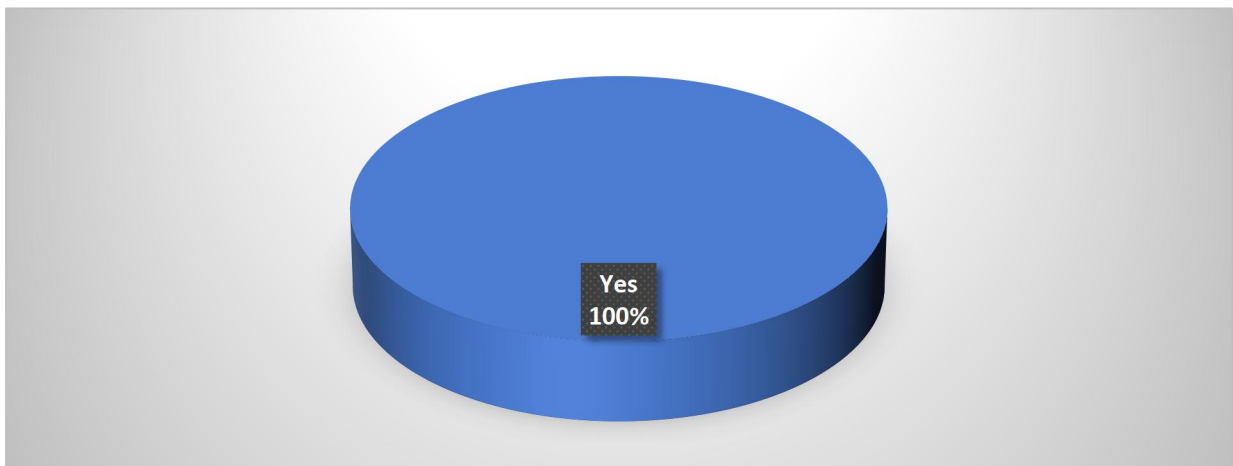


Figure 3.1: The Importance of Adaptability and Flexibility for Teachers

As shown in the pie chart, all participants believe that a language teacher must possess adaptability and flexibility when teaching. This implies that there is widespread agreement among participants on the importance of being adaptable and flexible as a teacher. Teachers

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must be flexible in adapting their teaching techniques to match the learning preferences of each student. This can result in better learning outcomes and successful outcomes.

Question 06: " A good language teacher should be fair to his students and unbiased "

option	Number of respondents	Percentage
Strongly disagree	5	18.5%
Disagree	0	0%
Neutral	3	11.1%
Agree	7	25.9%
Strongly agree	12	44.4%

Table 3.5: Teacher Fairness

The table above reveals that most of the participants (44.4%) strongly believe that language teachers should be impartial and just towards their students. Additionally, (25.9%) agreed with this statement while only a small percentage (18.5%) disagreed and a few (11.1%) remained neutral. This statement is strongly supported by the majority of the participant, being unbiased and fair helps build a healthy learning environment for all students.

Question 07: Do you think it is crucial for teachers to show patience with their students?

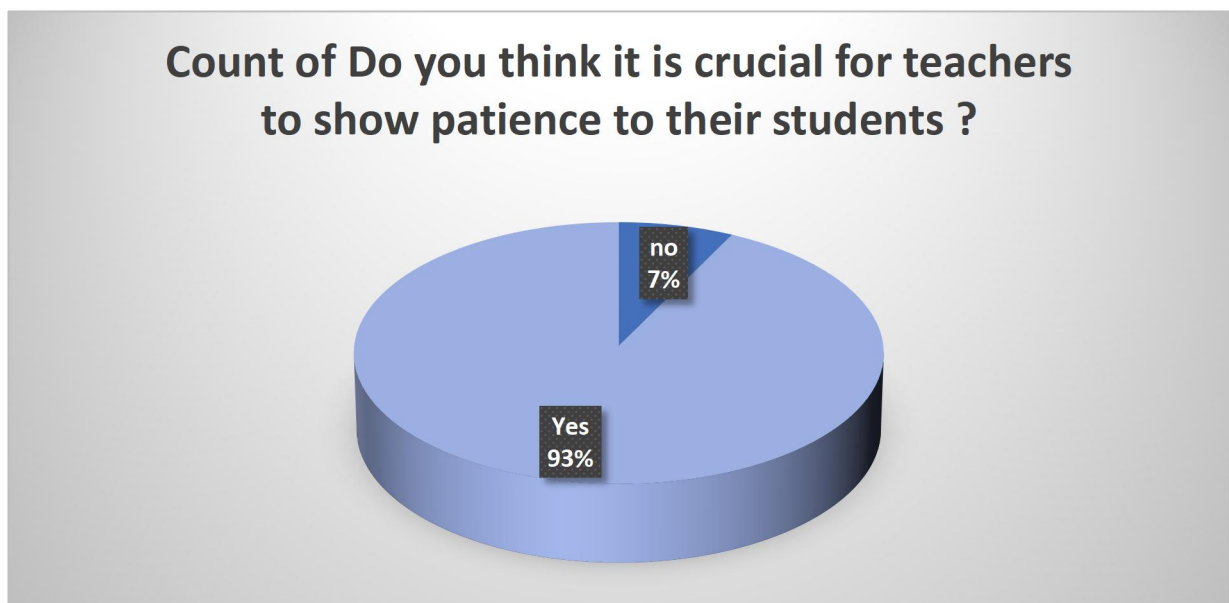


Figure 3.2: Count of Do You think It Is Crucial for a Teacher to Show Patience to Their Students?

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The pie chart above represents the student's answers. The "yes" section of the pie chart would occupy a larger portion, representing (93%) of the chart. This indicates that the vast majority of students believe that it is crucial for a teacher to show patience to their students. The "no" section of the pie chart would occupy a smaller portion, representing (7%) of the chart. This suggests that only a small percentage of students believe that patience is not a crucial quality for a teacher to possess. The pie chart illustrates that patience is highly valued by students when it comes to their teachers. Teachers who are patient with their students can create a more positive and supportive learning environment, which can contribute to student's academic success and overall well-being.

Question 08: Why did you choose "yes" in the previous question?

Reason	Frequency	Percentage
It is a teacher's primary job to make students understand a concept.	3	11.5%
It is an efficient way to get around with slow learners.	12	46.2%
It helps them to cope with difficult situations.	10	38.5%
that way learners would feel motivated and engaged in the classroom at their own pace.	1	3.8%

Table 3.6: Reasons

According to the findings, a majority of participants (46.2%) agreed that differentiated instruction is an efficient method for accommodating slow learners. Additionally, (38.5%) stated that it helps them manage difficult situations while only (11.5%) believed that it was solely the teacher's responsibility to ensure student understanding and merely (3.8%) thought such a teaching approach could motivate learners better in class at their own pace. The overall result signals that diverse learning needs can be supported through the effective employment of differentiated instruction strategies.

Question 09: Which of the following characteristics do you think is necessary for someone to be called a good teacher:

Characteristics	Number of the respondent	Percentage
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Courtesy and respect	4	14.8%
Patience	19	70.4%
Strict and decisive	4	14.8%

Table 3.7: Good Teacher Characteristics

Observing the table, it's evident that a relative quantity (70.4%) of respondents acknowledged patience and passion as crucial traits of an excellent teacher. And why not? A patient and passionate educator can foster an atmosphere that encourages learning and retention, creating positive experiences for students to remember forever. Such teachers have the power to motivate learners beyond limits - fuel their curiosity towards subjects that once seemed intimidating, while only a mere (14.8%) percent recognized courtesy/respect or strictness/decisiveness as important; being respectful is vital while maintaining order in class, but such values alone do not make one exceptional at teaching.

Question 10: " when I am learning a new language, I like a teacher who has a sharing and caring attitude and provides supportive feedback "

Option	Number of participants	Percentage
Strongly agree	5	17.9%
Neutral	3	10.7%
agree	14	50%
Strongly agree	6	21.4%

Table 3.8: The Agreement Level of Teacher Attitude

The data in the table shows that (71.4%) of respondents either agreed or strongly agreed that they prefer a language teacher who exudes who has a sharing and caring attitude and provides supportive feedback when learning a new language. These results serve as evidence that such virtues are highly coveted amongst participants when it comes to choosing the ideal mentor for learning a new language. In contrast, a meager percentage of (17.9%) expressed dissent towards the notion, revealing that few are not partial to an instructor possessing such traits. Meanwhile, a neutral stance was assumed by (10.7%) of respondents.

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Upon analyzing the findings, it is evident that a teacher who imparts knowledge with compassion, and kindness and offers constructive criticism while mastering a new language is highly sought after by most participants.

Question 11: Rate to which extent the following traits are important for language teachers, according to your preferences:

		Non-important		Important		Very important		A must	
Frequency	Percentage								
Flexibility & adaptability		1	3.6%	11	39.3%	13	46.4%	3	10.7%
fairness		1	3.6%	5	17.9%	15	53.6%	7	25%
respect		1	3.6%	5	17.9%	12	42.9%	10	35.7%
Patience and passion		1	3.6%	8	28.6%	18	64.3%	1	3.6%
A caring attitude		4	14.8%	11	40.7%	11	40.7%	1	3.7%

Table 3.9: Important Traits of a Language Teacher

The table determined how the participants perceive each trait's importance. The traits are divided into four categories: non-important, important, very important, and a must. Flexibility and adaptability are considered important, very important, or a must by (96.4%) of participants. Fairness is deemed important or very important by (71.5%) of respondents, and (25%) consider it a must-have trait. Respect is perceived as important, very important, or a must-have attribute by (96.5%) of participants. Patience and passion are perceived as important, very important, or must-have traits by (96.5%) of participants. Lastly, A caring attitude is considered important, very important, or a must-have trait by (85.2%) of respondents, and (3.7%) of participants see it as a must-have trait. In conclusion, the participants rate all the traits as important, very important, or a must-have attribute, with flexibility and adaptability, respect, patience, and passion as the most important traits, and fairness and a caring attitude being moderately important traits.

Question 12: Rate your level of agreement with each statement regarding the Teacher-student relationship:

	Strongly	agree	disagree	strongly	no
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		agree						disagree		comment	
frequency	percentage										
A teacher needs to be respectful and kind		16	57.1%	11	39.3%	0	0%	1	3.6%	0	0%
I expect my teacher to look professional		7	25%	19	67.9%	1	3.6%	0	0%	1	3.6%
A teacher needs to be impartial		9	33.3%	15	55.6%	1	3.7%	0	0%	2	7.4%
He/ she must be able to control the class		17	60.7%	9	32.1%	0	0%	1	3.6%	1	3.6%
I like it when the teacher is compassionate		3	11.5%	18	69.2%	1	3.8%	2	7.7%	2	7.7%
Teachers must possess good communication skills		16	59.3%	9	33.3%	0	0%	2	7.4%	0	0%
I prefer a strict teacher rather than easy-going teachers		7	25%	10	35.7%	5	17.9%	5	17.9%	1	3.6%
Teachers must share new information with us or guide us to new ones		14	50%	11	39.3%	0	0%	1	3.6%	2	7.1%
I respect teachers with sound subject knowledge and teaching techniques		16	59.3%	9	33.3%	0	0%	2	7.4%	0	0%

Table 3.10: Teacher-Student Relationship

The table above the opinion of the student who either strongly agree, agree, disagree, strongly disagree, or have no comment regarding certain statements about their teachers.

In the first statement, "A teacher needs to be respectful and kind", a staggering (57.1%) of the participants strongly agrees with this statement while another (39.3%) simply agree;

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only (3.6%) voiced strong disagreement on this notion- suggesting how essential it is for teachers to embrace such qualities in creating healthy learning environments for their students.

In the second statement, " I expect my teacher to look professional ": a large majority of students (67.9%) strongly agree and (25%) simply agree. This may indicate that they value a teacher who presents themselves in a manner that is appropriate for the learning environment. On the other hand, only (3.6%) disagree, or have no comment on this statement.

In the third statement " A teacher needs to be impartial ": over half (55.6%) of the participants agree and (33.3%) strongly agree with this statement. Only a small percentage of students either disagree or did not provide any comment which indicates that impartiality is an expectation among most students toward their instructors.

In response to the fourth sentence " He/ she must be able to control the class ": an impressive (60.7%) strongly agree while an additional (32.1%) simply agree with this statement, assuring the importance placed on it. while only (3.6%) was in contrast to the majority opinion and another student chose to remain neutral.

In the fifth statement " I like it when the teacher is compassionate ": over 80% of respondents either strongly agree or agree that teacher compassion is key. Only a few (3.8%) disagree and (7.7%) strongly disagreed. This shows that most students feel validated and nurtured by compassionate teachers - yet it also shows some learners may prefer an alternative approach from their teachers, one marked by objectivity instead of empathy.

Concerning the sixth statement " Teachers must possess good communication skills ": the majority of students (59.3%) strongly agree with the statement, while (33.3%) simply agree, and only a small percentage of (7.4%) expressed strong disagreement. These results indicate that effective communication is crucial for teachers as it enables them to convey their ideas, build rapport with students, and facilitate efficient learning processes.

In the seventh statement, " I prefer a strict teacher rather than easy-going teachers ": a majority (60.7%) of students favour strict teachers, while a significant minority (35.8%) hold opposing views, with only a small percentage remaining neutral (3.6%). This suggests divergent preferences among students regarding the need for structured and disciplined versus laid-back and flexible teaching approaches.

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In response to the eighth statement, " Teachers must share new information with us, or guides us to new ones ": the responses were divided into (50%) participant strongly agree, (39.3%) simply agree, (3.6%) strongly disagree, and (7.1%) had no comment. This shows that most of the students value the teachers as a resource in providing them with new information or guiding them toward it.

In the last statement " I respect teachers with sound subject knowledge and teaching techniques ": over half of the participants (59.3%) strongly agree with this statement, while (33.3%) simply agree. Only (7.4%) strongly disagree. It's clear that most students highly regard teachers who not only have expertise in their field but also know how to teach effectively. It seems like having both qualities can lead to a more immersive and enjoyable educational journey.

3.3.2 The Interpretation of the student questionnaire findings:

After analyzing the information that have been collected directly from the students through a questionnaire, the findings indicate that most of the participants are skilled in English. In addition, all students regard flexibility and adaptability are crucial virtues for teachers. Besides this, the data gathered from this questionnaire reveal that there is no doubt that students have certain expectations of their teachers. Respect, politeness, professionalism, fairness, and control over the class are among these expectations. Students also admire teachers who are kind and have good communication abilities. Moreover, the most important standards that students have for their professors may be the quality of their subject knowledge and their teaching methods. This emphasizes the significance of teachers' qualifications and continued professional growth. Students expect their professors to have a thorough comprehension of the material they are teaching as well as the communication skills necessary to effectively and engagingly express that knowledge. Students that are taught using effective methods may comprehend difficult ideas and participate in worthwhile debates. However, although students have certain expectations of their professors, there may be some diversity in their choices, which is vital to highlight. For instance, some students could choose a strict teacher while others would want a more laid-back style. To accommodate various learning styles and personalities in the classroom, teachers must be flexible. In conclusion, the findings from the questionnaire indicate that students expect a lot from their instructors and it is crucial for teachers to acknowledge and fulfil these expectations. When educators possess

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strong expertise in their subject matter along with staggering teaching skills while maintaining professionalism, kindness, and respect towards students, they can facilitate an inspiring learning atmosphere leading to increased student achievement resulting in a fulfilling educational journey for them.

3.4 The Analysis and Interpretation of Teachers 'Questionnaire:

Analysis and interpretation of teacher questionnaires provides a comprehensive global view of their perceptions, practices and professional development needs, enabling educational institutions to improve teaching quality, support teacher development and improve overall educational outcomes.

3.4.1 The Analysis of The Teachers 'Questionnaire:

The purpose of this questionnaire was to find out what factors contribute to EFL teachers' performance and to pinpoint areas that need improvement. The survey addresses issues including teacher knowledge, technological knowledge, roles, and necessary professional qualities. The study sample was 13 teachers. The questionnaire consisted of twenty-three different questions (closed and open-ended questions) arranged into two sections.

➤ Section One: Teachers' Portfolio

This section shows general information about the teachers, which includes teaching experience, the module they teach, and their teaching philosophy.

Question 01: Teaching experience:

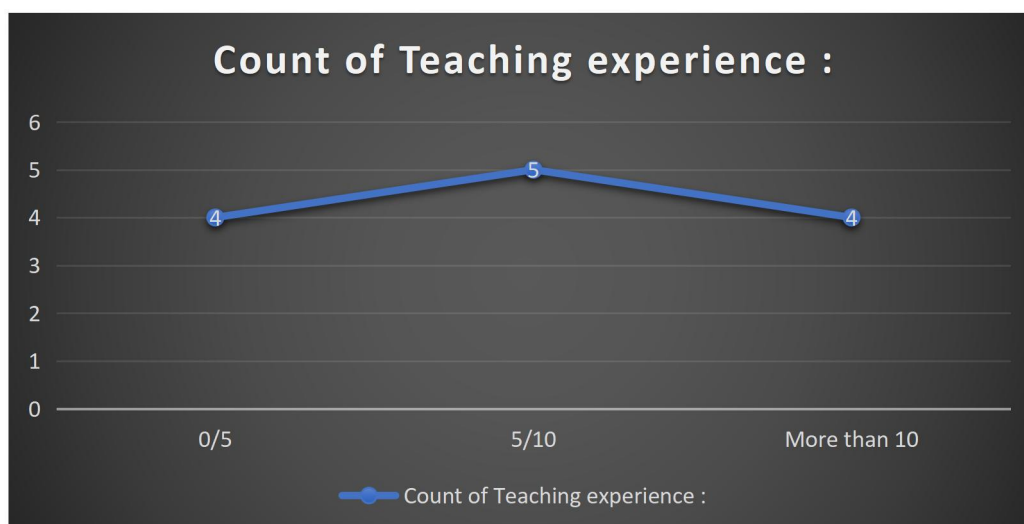


Figure 3.3: Teaching Experience

This line chart shows the distribution of teaching experience among the participant in the questionnaire. It indicates that the majority of participants have between 5 and 10 years of teaching experience (5 participants). There are also 4 participants with 0-5 years of experience and another 4 participants with more than 10 years of experience.

Question 02: Which module do you teach?

Modules	Frequency
Sociolinguistics	2
oral expression	2
Culture and civilization	2
TEFL/LING/ORAL EXP/Grammar	1
Phonetics and oral expression	1
ID	1
Study skills/Linguistics/oral	1
Text study, EFL	1
Translation	1
Literature, CEE, CC	1
CEO/LING/ GRAMMAR	1
Sociolinguistics, oral expression	1

Table 3.11: Modules

From the table above, it is noticed that sociolinguistics, oral expression, and culture and civilization were the most commonly mentioned modules, each being mentioned by two teachers. We can also see that there were a variety of other modules mentioned by only one teacher.

Question 03: What is your teaching philosophy?

1. Doing my best
2. Teaching is an art within science.
3. Learning is a funny experience.
4. My teaching philosophy is to create an environment that allows for both realistic and meaningful learning situations.
5. If you love teaching, you will be an inspiring teacher.
6. "By learning, you will teach; by teaching, you will learn." This is a Latin proverb that I strongly believe in.
7. Understanding and (logically) mapping up information lasts a great deal longer-term.
8. Practice makes perfect.
9. Share knowledge.
10. Collaborative-based learning and technology-enhanced learning.
11. Understanding is more important than any test or exam.
12. Didactic and applied linguistics

In response to this question, several themes emerged, including the importance of teaching as both an art and a science, creating meaningful lessons, the love of teaching, and inspiring students. Other themes included the emphasis on understanding over testing, the value of practice and repetition, and the importance of sharing knowledge. Collaborative and technology-enhanced learning were also mentioned as important components of teaching philosophy, along with the use of didactics.

➤ **Section Two: Teacher Knowledge and Attitude**

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This section aims to investigate the teachers' knowledge and attitude in the classroom. It seeks to determine the importance of teachers' knowledge and their attitude toward their students.

Question 04: What qualities a teacher should possess to teach English?

1. Communication skills, patience.
2. Passion, devotion, a good listener, and humorous.
3. He or she needs to know and apply pedagogy and educational psychology skills to manage her or his class.
4. Creativity, patience, justice, seriousness, and hard work.
5. friendly, encouraging, passionate, a good listener, fluent speaker.
6. Very high language skills. Speaking, writing, problem-solving, critical thinking, etc. A teacher is a mentor, but if one cannot find an idol in them, they'll learn so little. Put differently, sometimes teachers inspire students to reach a similar latitude of skills, like speaking for instance. Besides, in attempting to "impress" (which goes back to the latitude part) that mentor, students usually show greater effort, persistence, and constructive auto-learning.
7. human, competent, loving his job, good listener.
8. mastery of language, and well-prepared for the lesson.
9. Good speaking.
10. Facilitator, modelling, knowledge of the subject content, inter-culturally aware, motivated, and encouraging collaboration.
11. Patience.
12. Interactive and integrative.

In summary, the qualities mentioned by the respondents as important for an English teacher include communication skills, patience, knowledge of pedagogy and educational psychology, passion and devotion, creativity, high language skills, competence, well-prepared lessons, interactivity, and inter-gravity. A teacher who possesses these qualities can help students learn English more effectively and enjoyably.

Question 05: What is your biggest challenge during teaching English?

Response option	frequency	Percentage
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Lack of resources	3	(23.1%)
Limited speaking opportunities for students	3	(23.1%)
Inconsistent class schedules	3	(23.1%)
Difficulty in managing students	1	(7.7%)
Lack of technology-supported tools and interaction between student-student and student-teacher	1	(7.7%)
Classroom inappropriate condition and lack of materials	1	(7.7%)
A large number of students makes tending to each student's progress quite challenging	1	(7.7%)

Table 3.12: Biggest Challenges During Teaching English

This table reveals that uneven class schedules, a lack of resources, and a lack of speaking opportunities for students are the three most frequent difficulties identified by teachers. All three of these issues were highlighted by 23.1% of survey respondents. and the less likely challenges they encounter include managing students, a lack of technology-supported tools, student-student engagement, and student-teacher interaction. Lack of supplies and inappropriate classroom conditions Monitoring the development of each student is difficult due to a large number of students (7.7% for each).

Question 06: Do you believe that having a strict attitude as a teacher has a positive or negative effect on the learning process, based on your experience as a teacher? Please explain.

1. I don't believe that having a strict attitude as a teacher can have positive outcomes. Discipline is important in class, but it needs to be accompanied by some leniency.
2. A strict attitude is always good for classroom management and the learning outcome, as students work harder with a strict teacher. However, having a humorous teacher makes the classroom and the learning fun.
3. It's important to be strict, yet, we can introduce some fun to create an enjoyable classroom environment.
4. I do not agree with the term "strict," but as a teacher, we need to know how to manage our classrooms by creating a good learning atmosphere full of respect and motivation.

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5. Yes, being strict to a certain extent helps in managing the classroom, and maintaining order.
6. The attitude you hold as a teacher depends on the type of students you have, their age, and their level of awareness. If you teach in high school, for example, being strict is a necessity as pupils are unaware of what is important. However, when teaching at the university, I find it better to be serious yet friendly.
7. No, I don't think it has a negative effect, though it's not so positive either. Being strict keeps the class quiet and easy to manage, yet it might create a neutral zone. I believe that any classroom is an emotional construct. The more they like, and enjoy the teacher, the better they engage with the content (I insist on better and not its absence in strict-oriented classrooms); they'd participate in its content and even invite the teacher to go beyond basic steps to answering curious, constructive needs. Again, a classroom is a room for inspiration, and I think that's hardly possible in the absence or "neutrality" of emotion.
8. A good teacher should be an entertainer on the positive side, helping students instead of shouting,
9. I wouldn't call it a strict one, but a patient and flexible teacher. Because being strict is mentally and psychologically draining.
10. Yes, I do.
11. I believe that a teacher's attitude toward his students influences his ability to deal with difficult recurring situations. As a teacher, I prefer flexibility in classroom management and content.
12. It is a double-edged sword if you are strict with students; they fear you and even hate the module because of you. And if you are loose with them, they take the matter as a joke and of no importance. The balance between the two.
13. Sometimes, being strict can help control overloaded classes.

Based on the responses provided above, it appears that the majority of teachers believe that having a strict attitude can have both beneficial and detrimental effects on student learning. Some teachers believe that strictness is necessary to maintain discipline and order in the classroom, while others believe that adaptability and the capacity to foster an environment of neutrality are more important. Furthermore, there is general agreement among instructors that a conducive learning environment is necessary for success. Many think that bringing

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comedy and joy into the classroom yet keeping a severe approach is a wonderful way to create a positive learning atmosphere. Teachers also admit that how they treat their students makes a big difference in how well they can manage challenging situations in the classroom. In conclusion, it is obvious that there's no one-size-fits-all strategy for overseeing classroom behavior, and instructors ought to consider the age, degree of awareness, and identities of their students when determining the finest demeanor to receive. To set up a positive learning air within the classroom, instructors must moreover discover an adjustment between unbending nature and adaptability.

Question 07: Please tick your appropriate opinion:

	Non- important		Important		Very important		A must	
Frequency/ percentage								
can control the class and discipline it when it is necessary.	0	0%	3	23.1%	3	23.1%	7	53.8%
Give clear, concise, and verified instructions.	0	0%	2	15.4%	7	53.8%	4	30.8%
able to answer grammar questions with confidence.	0	0%	3	23.1%	7	53.8%	3	23.1%
Capable of providing authentic English models (possesses excellent grammar and pronunciation);	1	7.7%	5	38.5%	5	38.5%	4	30.8%
able to plan intriguing, relevant lessons	1	7.7%	2	15.4%	7	53.8%	3	23.1%
Capable of writing detailed lesson plans utilizing suitable EFL vocabulary.	1	7.7%	6	46.2%	5	38.5%	1	7.7%
Pays equal attention to each student in the class.	1	7.7%	6	46.2%	5	38.5%	1	7.7%
is aware of learning styles and applies them to his or her teaching.	0	0%	6	46.2%	5	38.5%	2	15.4%
possess the ability to assist student learning using digital tools and resources.	0	0%	7	53.8%	5	38.5%	2	15.4%

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Capable of producing and managing digital content, including websites, documents, and presentations, using multiple forms of media.	1	7.7%	5	38.5%	6	46.2%	1	7.7%
Assume the appropriate roles of teachers according to the lessons or framework.	0	0%	8	61.5%	0	0%	5	38.5%
Maintain an appropriate pace.	2	15.4%	5	38.5%	2	15.4%	4	30.8%
shows interest in students' achievements	0	0%	4	30.8%	4	30.8%	5	38.5%

Table 3.13: Teaching Skills.

The table breaks down the results by level of importance, ranging from "non-important" to "a must," allowing readers to understand at a glance how significant each skill was assessed to be by the respondents.

1. can control the class and discipline it when it is necessary: The majority of respondents (53.8%) believe that the ability to control the classroom and discipline students as needed is an essential skill for teachers, while a minority (23.1%) believe it is extremely important or very important. None of the respondents thought this talent was unimportant.
2. Give clear, concise, and verified instructions: the answers reveal that clear, precise, and verified instructions from teachers are highly valued by a majority of respondents (53.8%). For 30.8% of them, it is a must for effective teaching, while only 15.4% deem it essential but not mandatory. Importantly, no respondent considers this aspect non-important; on the contrary, a significant number recognizes its importance in achieving successful teaching outcomes.
3. able to answer grammar questions with confidence: the majority of respondents rated a teacher's ability to confidently respond to grammar questions as "very important" (53.8 %) or "a must" (23.1%). None classified it as "non-important," while only (23%) stated that it was merely "important". This implies that respondents place a high value on teachers who can confidently respond to grammatical questions.
4. Capable of providing authentic English models (possesses excellent grammar and pronunciation); (76.9%) of respondents said that a teacher's ability to deliver authentic English models with great grammar and pronunciation was important or very important.

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Furthermore, (15.4%) of respondents said this was a must-attribute in a teacher. Nonetheless, a small percentage of respondents (7.7%) said that this was not an important trait in a teacher. Students value teachers who have great grammar and pronunciation abilities and can provide authentic English models. Their knowledge and reputation make them reliable providers of information, which improves classroom ambiance and student motivation.

5. able to plan intriguing, relevant lessons: over half (53.8%) of the participants indicated that the ability to plan intriguing and relevant lessons was very important, while (23.1%) view as a must, and (15.8%) believed this skill was merely important. Only a small percentage of students (7.7%) view this as non-important. This suggests that this is a key skill that teachers should possess to be effective in their roles.
6. Capable of writing detailed lesson plans utilizing suitable EFL vocabulary: (38.5%) believe that the ability to write detailed lesson plans using appropriate EFL language is very important, while (46.2%) believe it's simply important. Furthermore, 7.7% of respondents stated that this talent is essential. Only a tiny fraction (7.7%) thought this ability was non-important. This suggests that respondents respect the capacity to prepare lesson plans with acceptable language usage.
7. Pays equal attention to each student in the class: the majority of the respondents (69.2%) thought that paying equal attention to each student in the class is very important, important, or a must, with (38.5%), (30.8%) and (15.4%) respectively selecting these options as their beliefs; nevertheless, there were still individuals who did not think this was important at all (15.4%). This gives suggests that while many people believe it's vital for teachers' jobs to tend to each student within his/her classroom equally attentively some others may hold different views regarding its importance level.
8. is aware of learning styles and applies them to his or her teaching: a total of (38.5%) believed it was "very important" for a teacher to be aware of and employ learning styles in their teaching, (46.2%) thought it was "important", while Just a tiny fraction of respondents (15.4%) thought it was "a must." Overall, it seems that respondents respect teachers who can adjust their instruction to their student's particular learning styles.
9. possess the ability to assist student learning using digital tools and resources: over half of the participants (53.8%) rated this statement as «important, » (38.5%) as "very important, » while a small percentage (7.7%) regard it as "a must." This suggests that teachers who can assist student learning using digital tools and resources are highly valued by the participants.

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Additionally, it's worth noting that no one rated this statement as non-important, indicating that at least some level of digital proficiency is expected of teachers in this context.

10. Capable of producing and managing digital content, including websites, documents, and presentations, using multiple forms of media: Most respondents (46.2%) considered it "very important", (38.5%) ranked it as "important", and (7.7%) viewed it as "a must." Only (7.7%) thought it was unimportant. This shows that teachers who can create and manage digital content are highly valued, which is likely connected to education's rising reliance on technology.
11. Assume the appropriate roles of teachers according to the lessons or framework: a staggering (61.5%) of the respondents considers this skill to be important, while a significant minority (38.5%) consider it to be a must-have skill for a teacher. No respondents consider it non-important or very important. This means teachers who can tailor their approach to each lesson are more effective and engaging. Students value adaptable and flexible teachers.
12. Maintain an appropriate pace: roughly (73.1%) of the participants believe that keeping an appropriate speed was a must, very important, or important, with (30.8%), (15.4%), and (38.5%), respectively. Only a few (15.4%) said it was not important. This shows that keeping a suitable speed is a crucial aspect of good teaching, as it can help students stay interested and make sure they can fully learn and remember what is being taught.
13. shows interest in students' achievements: It appears all the respondents feel that a teacher showing interest in students' achievements is extremely crucial. that (30.8%) regard it as either important or very important, while a significant portion of the participants deem it as a must. This suggests that it is important for teachers to take an interest in their student's progress and provide them with positive feedback to encourage their growth and development.

➤ **Section Three: Technological Knowledge**

The Fourth section is dedicated to investigating the teacher's proficiency in technology-based techniques and the whole degree significance in our study.

Question 08: What are the key components of digital literacy for EFL teachers?

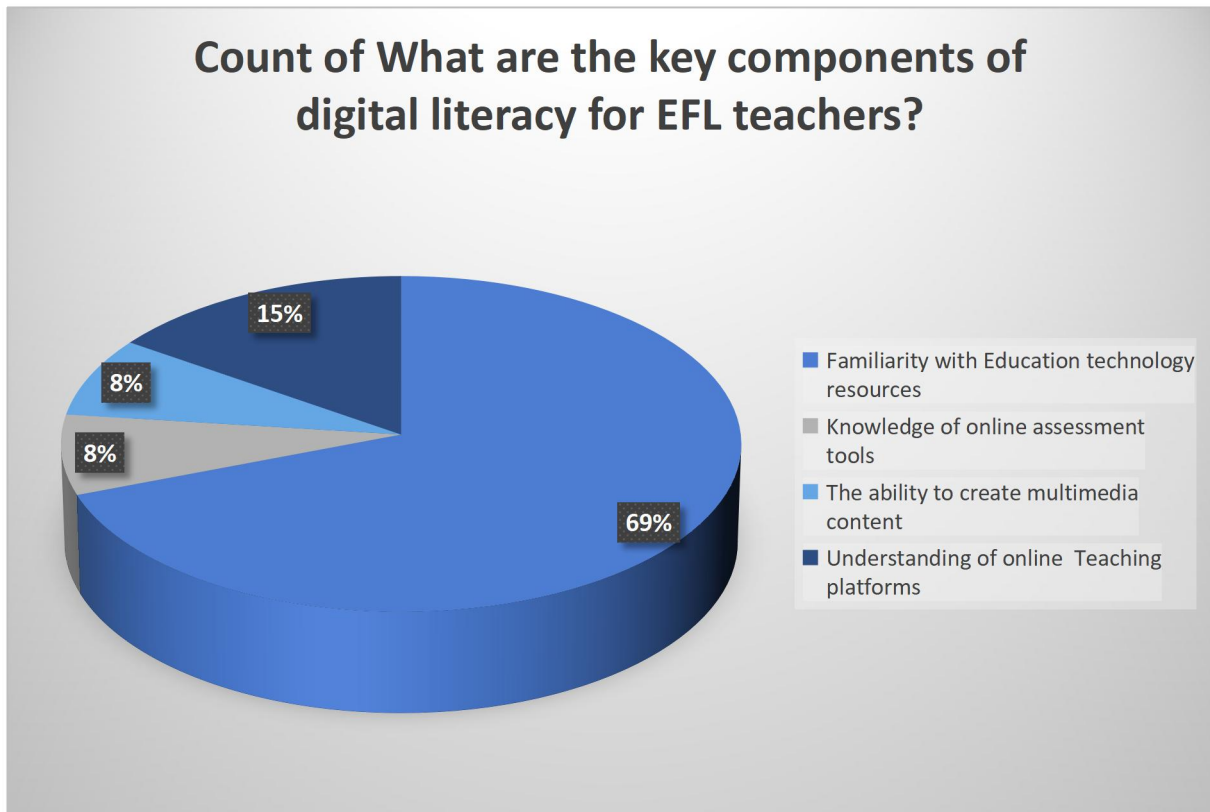


Figure 3.4: Count of The Key Components of Digital Literacy for EFL Teachers

In response to this question, a staggering amount of the respondents believe that familiarity with education technology resources is the most important component of digital literacy for EFL teachers, accounting for (69%) of the responses. Understanding online teaching platforms was the second most important component, accounting for (15%) of the responses. The ability to create multimedia content and knowledge of online assessment tools were considered less important, each accounting for only (8%) of the responses. This pie chart shows us that these respondents value different aspects of digital literacy for EFL teachers differently depending on their needs and preferences.

Question 09: How comfortable are you while using technology in the classroom?

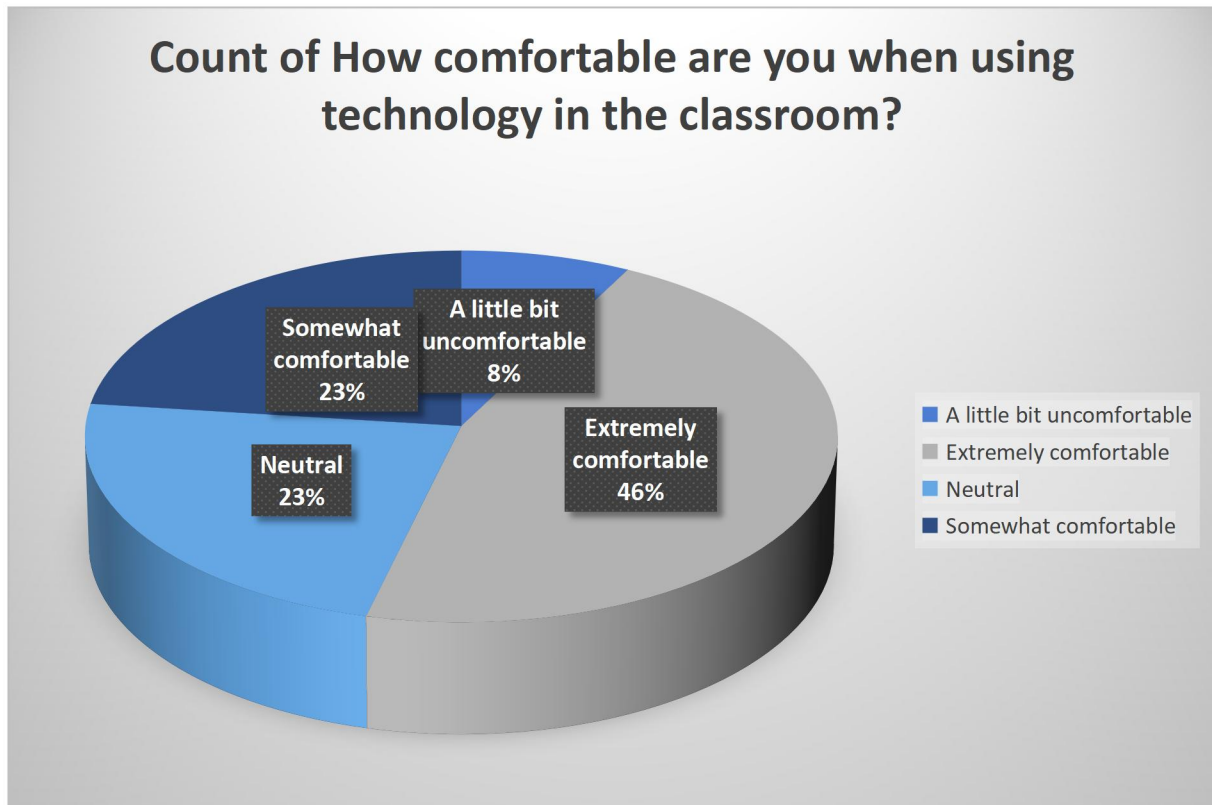


Figure 3.5: Teachers' Comfort Level with Using Technology in The Classroom

In response to this question, almost half (46%) of the respondents feel extremely comfortable when using technology in the classroom. Another (23%) is somewhat comfortable, while a similar percentage (23%) feels neutral about using technology. The smallest percentage (8%) of teachers' report feeling a little bit uncomfortable when using technology in the classroom. This pie chart shows that most teachers are comfortable with using technology in tier practices.

Question 10: What types of technology have you used in the classroom?

1. Data show, computers, internet
2. Data shows computers and smartphones
3. Google meetings, zoom, videos
4. Data show and mobile phones when necessary.
5. interactive tools such as quizzes (Kahoot, Menti), Padlet, Google Classroom, Moodle, YouTube videos, visual aids (PPT slides), and video-conferencing tools such as Teams, Google Meet, Zoom, etc., among others.
6. Data show, TV

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7. PPT projection, emails, and the Moodle platform
8. YouTube educational videos using a data show
9. videos, games,
10. Zoom Meeting
11. None, since the electrical outlets do not work!
12. Unfortunately, all we have available is data, speakers, and
13. Multimedia content through data shows (PPT, videos, and sometimes audio only). As for the times we had to shift from classroom to online teaching, it was important to guide students on how to interact with the teacher, classroom, and platform before the break. For example, it included showing them what apps they'd be using, how they'd be using them, when they'd be using them, and most importantly, where they'd be using them.

From the responses given above, the variety and diversity of technology that these respondents have used in their classrooms is quite astonishing. Technology can offer many benefits for teaching and learning such as increasing student engagement and motivation, facilitating collaboration and communication, providing access to diverse and authentic resources, supporting differentiation and personalization, fostering creativity and innovation, etc.

I have grouped them into three main categories based on their function:

- **Presentation tools:** These are technologies that help teachers present information or content to students in an effective way. They include data shows (or projectors), computers (or laptops), TVs (or smart boards), PPT slides (or other visual aids), YouTube videos (or other online videos), etc. These tools can help teachers capture students' attention, illustrate concepts or examples visually or auditorily, provide feedback or reinforcement, etc.
- **Interaction tools:** These are technologies that help teachers interact with students or facilitate students' interaction with each other or with the content. They include smartphones (or mobile phones), interactive quizzes (such as Kahoot or Menti), Padlet (or other online bulletin boards), Google Classroom (or other learning management systems), Moodle (or other online platforms), etc. These tools can help teachers

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monitor students' progress or performance, create a sense of community or belonging, promote active learning or participation, etc.

- Communication tools: These are technologies that help teachers communicate with students or enable students' communication with others outside the classroom. They include email, video-conferencing tools (such as Zoom, Google Meet Teams, etc.), games, etc. These tools can help teachers maintain contact or rapport with students, provide support or guidance, expose students to different cultures or perspectives, etc.

We can see that presentation tools are the most common type of technology used by these respondents in their classrooms. This implies that they mostly use technology to engage with their students. The second most prevalent category is interaction tools. This implies that they employ technology to engage their students in interactive activities or projects on occasion. The third most prevalent category is communication tools, which are utilized in classrooms. This means that they occasionally use technology to communicate with their students or connect them with others outside the classroom.

This analysis shows us that these respondents use different types of technology in their classrooms depending on their goals, objectives, preferences, challenges, opportunities, etc.

➤ Section Four: Teachers' Roles

The fifth section is concerned with the most important roles that teachers opt for within the EFL classroom. It consists of four questions.

Question 11: What is the most important role for a teacher to assume according to you from the following roles: planner, listener, assessor, tutor, role model, or resource? and why?

1. The teacher's role depends on the module they are teaching and the lesson they have to deal with, in addition to the student's level. Their role could be a mix of the listed roles because the main objective is to answer the needs of the students.
2. a listener, a tutor, and a role model because these make the students feel comfortable and willing to learn and participate.
3. A planner must be efficient in class; a listener must show respect to his or her students; an assessor must evaluate their achievements and encourage them; and a tutor must serve as a guide to them.

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4. All of them, because he is the principal actor in a teaching and learning environment.
5. All are important, but the most important is the planner and assessor because the success of lessons is based on good preparation, and assessment also is basic to knowing students' levels.
6. role model encompasses all others.
7. I might have answered this somewhere on the first layout page of this questionnaire. Before all, a teacher must be a planner to guarantee the coherent reception of his or her content. A must. A teacher is a listener too, always keeping in check and revising his content, selection of means, and ways. Adapting to the class pace and needs, as well as all that might result from good listening and observation, is necessary. Teachers are mentors and resources, guides that funnel a large amount of information in the most logical way to allow them to recall it when needed and not when asked to. A teacher is also a role model, that individual who has high skills that she invites and inspires students to "acquire." The lack of those skills might give the impression that they are hard or unnecessary to develop.
8. All of these are very important.
9. tutor; the teacher is just a guide to help in the learning process.
10. Assessor
11. Facilitator and resource provider are two of the main roles that teachers should consider. The former can help students feel comfortable by creating a safe environment for them to share knowledge with their peers, while the latter assists them in building and constructing new knowledge outside the learning context, which results in meaningful learning experiences.
12. Listener, assessor, tutor, planner.
13. Of these, because a professional teacher should gain all these skills.

These responses show the different opinions of thirteen respondents about what is the most important role for a teacher to assume from a list of six roles: planner, listener, assessor, tutor, role model, and resource. The results reveal that most respondents value multiple roles and do not single out one role as the most important. However, some roles are more frequently mentioned than others, such as planner, assessor, tutor, and role model. These roles reflect the respondents' expectations of teachers to be well-prepared, supportive, evaluative, and inspirational in their teaching practice. Only one respondent did not answer the question directly and instead described their own teaching experience.

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The lesson planner's role involves designing and organizing lessons that are coherent, relevant, engaging, and aligned with the curriculum and learning objectives. The respondents who chose this role believe that good preparation is essential for effective teaching and learning. For example, one respondent stated that "before all, a teacher must be a planner to guarantee the coherent reception of his or her content".

The assessor's role involves measuring and monitoring student progress and performance using various tools and methods, such as quizzes, surveys, portfolios, rubrics, etc. The respondents who chose this role believe that assessment is key to knowing students' levels, strengths, weaknesses, needs, etc. For example, one respondent stated that "an assessor must evaluate their achievements and encourage them".

The tutor's role involves providing guidance and feedback to students individually or in groups during or after the lesson. The respondents who chose this role believe that tutoring helps students learn more effectively by addressing their difficulties or doubts. For example, one respondent stated that "a listener, a tutor, and a role model" make students feel comfortable, etc.

The role model role involves demonstrating positive attitudes, values, behaviors, skills, etc. that students can emulate or aspire to. The respondents who chose this role believe that teachers have a significant influence on student's personal and professional development. For example, one respondent stated that "a teacher is also a role model" who invites and inspires students, etc.

The other two roles—listener and resource—were less frequently mentioned by the respondents. The listener role involves paying attention to what students say or do during the lesson and responding accordingly. The resource role involves providing or directing students to various sources of information or materials that can support their learning.

To sum up, we conclude from the results that these respondents have different perspectives on what constitutes an effective teacher's role depending on their own experiences, preferences, beliefs, etc. However, they also share some common views on what makes a good teacher, such as being prepared, supportive, evaluative, inspirational, etc.

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Question 12: How do you balance the different roles of a teacher to best meet the needs of your students?

1. A good teacher can do anything to ease his students' burdens and be a good role model for them to succeed.
2. 1. Listener 2. Planner 3. Assessor 4. Tutor
3. I try to play all these roles when the situation requires me to gain my students' confidence and enhance their level.
4. Several roles are played according to the situation.
5. A teacher wears many hats, sometimes more than one hat at a time. you follow what the situation and the context put you in. You get better at taking on each role with experience.
6. It strictly depends on the requirements of that specific lesson, and sometimes it's all about the instant observation of the classroom mood and needs. Sometimes a literature class is unexpectedly scheduled at noon; students have had an intense day and their engagement feels lacking; or something is off the scale. Immediate or former adaptation to the previously listed is necessary to guarantee maximum reception of the class content.
7. Using an approach that seeks to fulfil all students' needs
8. Depending on my student's needs, I try to be flexible. Sometimes, especially when I teach EFL, I find that my learners need more examples and engaging activities.
9. time management and focused techniques to develop my teaching skills that can be adapted to the new era of technology.
10. I prepare my lesson.
11. The linguistic model is the idol that the students use to build their personalities.

According to the responses given above, teachers seem to effectively balance the multiple responsibilities that they perform by being adaptable and flexible, organizing their lessons ahead of time, and using a student-centered approach that tries to satisfy the needs of all students. Since they see themselves as role models for their students, they strive to be good listeners, planners, evaluators, and tutors. In other words, it reveals how these respondents' ways of coordinating their multiple teaching duties differ depending on their personal experiences, interests, and points of view, among other things. They do, however, agree on several aspects, such as the need for instructors to be adaptable, flexible, and well-prepared.

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Question 13: How can teachers best use their roles as planners, listeners, assessors, tutors, role models, and resources to maximize student learning?

1. This depends on the situation and the student's needs and levels.
2. By being natural and faithful to themselves. Most of the time, things come naturally.
3. By using different strategies, techniques, and methods of teaching.
4. Success means playing the required roles successfully.
5. When you're a teacher, you focus your energy on what your students need. Your goal is their success.
6. Adapt to lesson content and required skills in need of development in a plan without being all those listed above at once. Giving too much sometimes results in receiving very little or nothing.
7. well-prepared and well-trained
8. simply knowing the students and paying attention to them during the first session to find out what kind of learners I have
9. Respect
10. Building networks with other practitioners in the field at the level of or outside of their institutions to build a trusting environment for open discourse and collaboration. Sharing experiences with other teachers to ensure their students have equal opportunities to receive positive learning experiences.
11. They do their core job that involves everything of the above: TEACH
12. By being eclectic and dominant in his class when using these techniques,

Based on the given answers which were practically a set of recommendations or tips that can be used to inform teaching training programs and professional development initiatives aimed at enhancing teaching effectiveness. Moreover, five key themes were revealed. These themes included flexibility and adaptability, a student-centered approach, preparation and training, building relationships and networks, and an eclectic approach to teaching. Based on these themes, several recommendations were made for teachers to maximize student learning, including being flexible and adaptable in teaching strategies, focusing on the students' needs, being well-prepared and well-trained, building relationships and networks, and using an eclectic approach to teaching. Overall, the responses suggest that teachers need to be student-centered, flexible, and well-prepared to be effective in their roles

as planners, listeners, assessors, tutors, role models, and resources to maximize student learning.

Question 14: What challenges have you faced while trying to fulfill all of the roles of a teacher?

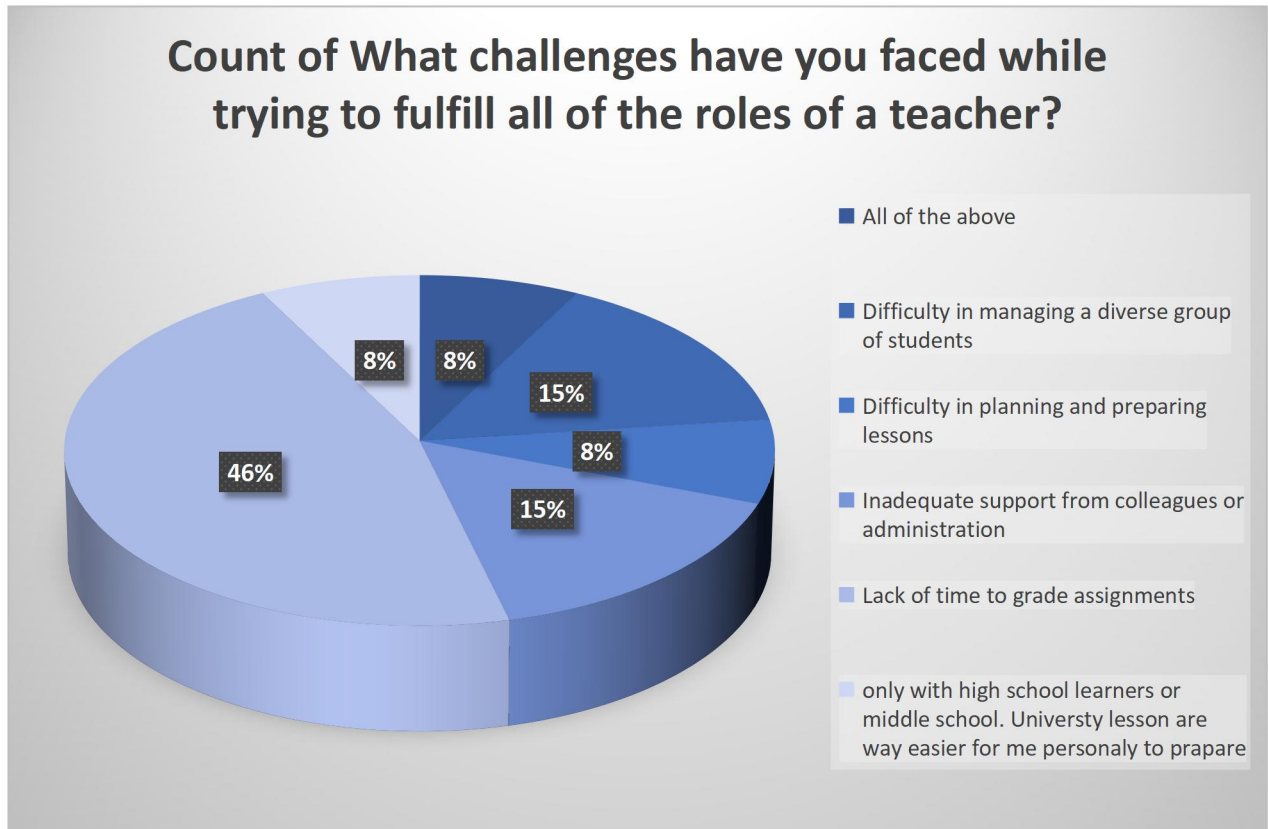


Figure 3.6: Most Common Challenges Faced by Teachers in Their Roles

According to the pie chart, the most major difficulty encountered by teachers is a lack of time to grade assignments, as expressed by (46%) of respondents. Additional difficulties identified by (15%) of respondents include inadequate support from colleagues or administration, as well as difficulty managing a diverse group of students. while (8%) expressed difficulties in lesson planning and preparation, (8%) in teaching high school or middle school students, and (8%) in dealing with all of the aforementioned issues.

➤ **Section Five: Professional Characteristics of Teachers**

This section attempts to explore the professional tributes that entail EFL teachers' success.

Question 15: To what extent do you think it is important for a teacher to be knowledgeable about his or her subject?

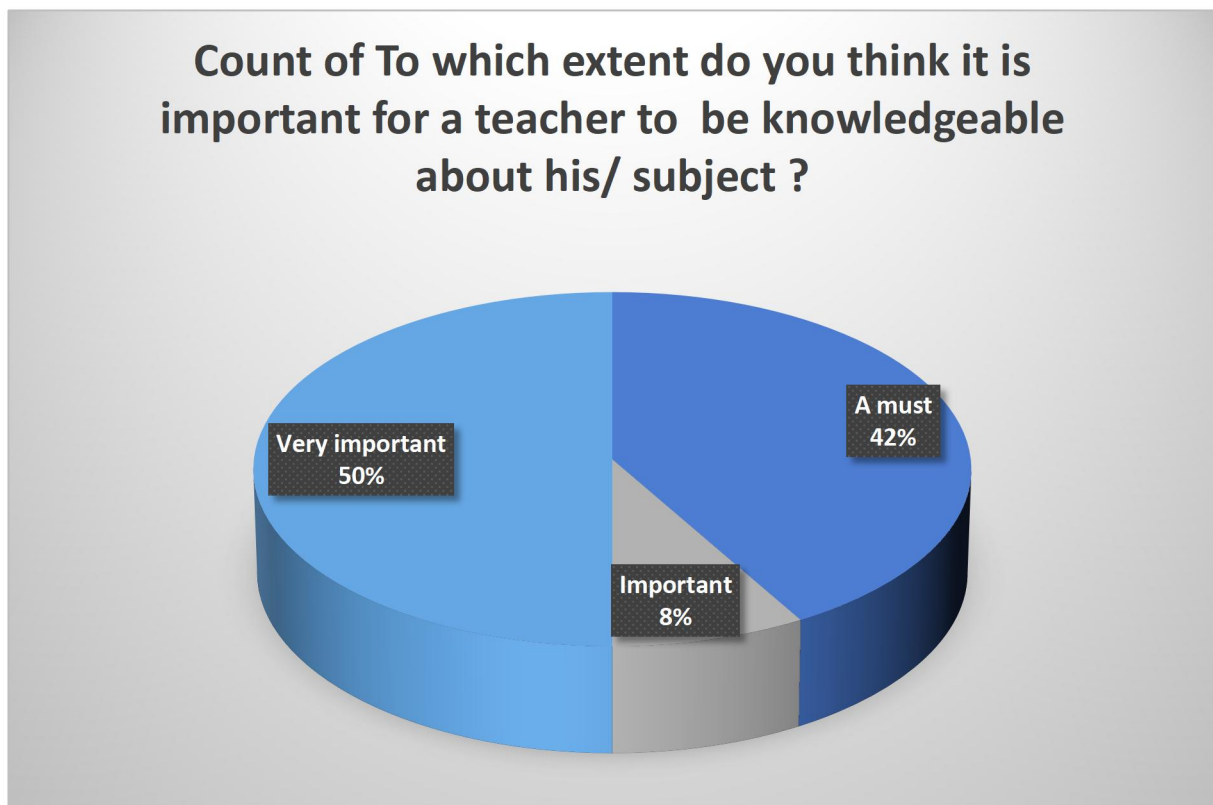


Figure 3.7: The Importance of Subject knowledge for Teachers

Based on the pie chart above, we can see that all the participants value virtue highly, half of them (50%) deem it as very important, while (42%) believe it is a must for teachers to be knowledgeable about his/her subject. Only (8%) marked that it is important, and none of the participants marked it as non-important. This suggests that subject knowledge is highly valued by the respondents as a quality of effective teachers. It also implies that teachers should have a deep and comprehensive understanding of their subject matter and be able to convey it clearly and accurately to their students.

Question 16: In what ways does a teacher's subject knowledge impact student learning outcomes?

1. Interest
2. It's very important; if the teacher manages the subject matter, he will certainly have good results.

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3. Teachers cannot transmit knowledge if they do not have it.
4. It is quite evident that when you show great mastery of the subject taught, you automatically attract students' attention and motivation.
5. If a teacher cannot fulfill the module learning outcomes, this can affect students' achievements at the end of the course.
6. In results.
7. It's the first source of knowledge for students, which is why the information should be accurate.
8. It has a positive impact.
9. nature and function of the word
10. When a teacher is knowledgeable about his or her subject, they can offer the students better access to the information.
11. In every way, even though students have access to information from other sources, a teacher's knowledge about their subject is essential.
12. (From a teacher and student perspective): Any sign of a teacher's hesitant way of delivery and uncertainty intrigues a sceptical mood that neither teacher nor student would enjoy. Impact? They'd grow less interested and sceptical about the reliability and credibility of their author, and hence, less determined to enhance their skills. Also, a teacher is a facilitator and should always be auto-reminded of his or her audience, STUDENTS, not fellow researchers, which is why the planning part is important so that he or'd make sure not to give too much or use a vocabulary that would block the students' understanding.

From the responses given, it seems that four main themes emerge:

- Subject knowledge affects student interest and motivation. Several respondents (1, 4) mention that when teachers show great mastery of their subject, they can attract and retain students' attention and curiosity. This may also increase students' engagement and participation in the learning process.
- Subject knowledge affects student achievement and results. Some respondents (2, 3, 5, 6) emphasize that teachers need to have the subject knowledge to transmit it effectively to their students and help them fulfil the learning outcomes. They also suggest that teachers who lack subject knowledge may fail to meet the expectations of the curriculum or the assessment criteria.

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- Subject knowledge affects teacher credibility and confidence. A few respondents (7, 12) imply that teachers who lack subject knowledge may appear hesitant or uncertain in their delivery, which may undermine their authority and reliability in the eyes of their students. They also indicate that teachers who have subject knowledge may feel more confident and comfortable in their teaching role.
- Subject knowledge affects student access to information. One respondent (10) states that when teachers are knowledgeable about their subject, they can offer the students better access to the information. This may mean that teachers can provide more relevant and accurate sources of information for their students or guide them to find them on their own.

These themes indicate that subject knowledge has multiple impacts on student learning outcomes, both cognitive and affective. It also implies that teachers should not only possess subject knowledge but also be able to use it appropriately and effectively in their teaching practice.

Question 17: To what extent do you agree with the following statement: "One of the desirable features to be found in EFL teachers is to be a non-native speaker but fluent in English."?

Response	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Neutral	5	38.5%
Agree	3	23.1%
Strongly agree	5	38.5%

Table 3.14: Non-Native and Fluent EFL Teachers: Learners' Views

This table reveals that none of the respondents disagree or strongly disagree with the statement, demonstrating that they do not oppose having non-native yet proficient EFL teachers. There is a significant difference between those who are neutral (38.5%) and those who agree (23.1%) or strongly agree (38.5%). This implies that some respondents may have doubts or concerns regarding the desirability of non-native but fluent EFL teachers, whilst others may see them as an advantage or a preference.

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Question 18: Could you provide an explanation for your answer to the previous question?

1. A fluent teacher can provide both knowledge and interest.
2. The teacher is the idol of his learners; he should be good and fluent in English.
3. A good teacher has nothing to do with nationality but with personality.
4. As a teacher of English, which is a foreign language, I need to show fluency and accuracy when pronouncing words and selecting items for classroom interaction.
5. Proficiency in the four language skills is fundamental when teaching EFL classes; this doesn't mean you have to speak or act like natives. The most important role is to fulfill the class's needs with appropriate teaching strategies and authentic materials that suit the context in which you are teaching.
6. No
7. It's important to be fluent to convince the students and appear more confident in their eyes.
8. Generally speaking, all foreign language teachers are non-natives, but they can be fluent in English.
9. When you are put in the same shoes and you know what an EFL learner is going through, it helps.
10. An EFL teacher needs to be a non-native speaker so he can understand the possible struggles his students might face and needs to be fluent to help them overcome these difficulties.
11. Being native or not doesn't determine the fluency or mastery of a language in the absence of the teacher.

These answers indicate their perspectives and attitudes about non-native yet proficient EFL teachers. The majority of them seem to focus on two major aspects: knowledge and interest. The proficiency and accuracy required to utilize English as a foreign language are referred to as knowledge. Several participants (2, 4, 5, and 7) say that being proficient in English is vital for EFL teachers because it helps them efficiently and confidently impart their subject matter to their students. They also contend that fluency does not necessarily depend on whether or not one is a native speaker but rather on mastery of the four language skills and the use of suitable teaching tactics and resources. The drive that non-native but proficient EFL teachers may instill in their students is referred to as interest. Several respondents (1, 3, 9, 10) suggest that being a non-native but competent English speaker is a desirable trait for EFL

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teachers since it demonstrates that they have overcome the same problems and difficulties that their students confront. They also indicate that being non-native yet competent in English makes them more accessible and compassionate to the needs and situations of their pupils. Unfortunately, not all respondents agree or provide a rationale for their response. One respondent (6) just says "no," without explaining why they are opposed to the proposition. This might suggest that they have a different opinion on what makes a successful EFL teacher or that they are not interested in or ready to share their ideas. Overall, the responses demonstrate that respondents have a variety of ideas and attitudes regarding non-native yet proficient EFL teachers. Some find them acceptable or preferred, while others find them indifferent or disagreeable. Some of their explanations show some of the benefits and drawbacks of having non-native yet proficient EFL teachers in terms of expertise and passion.

Question 19: Do you think it is effective for a teacher to use diverse teaching methods while conducting the lecture (opting for eclecticism; the use of different teaching methods such as direct, indirect, and audio-lingual methods)?

Response	Frequency	Percentage
Extremely effective	7	53.9%
Moderately effective	6	46.1%
Not effective at all	0	0%

Table 3.15: The Effectiveness of Using Diverse Teaching Methods in Lectures

The table shows that out of the participants who answered this question, (53.9%) considered it "extremely effective" for a teacher to use diverse teaching methods, while (46.1%) considered it "moderately effective." No respondents chose "Not effective at all." This indicates that the respondents value diversity and variety in teaching methods and believe that they can enhance the quality and effectiveness of the lecture. They may also think that using different teaching methods can suit different learning styles and preferences of the students as well as different objectives and contexts of the lecture.

Question 20: Language proficiency is crucial for EFL teachers because:

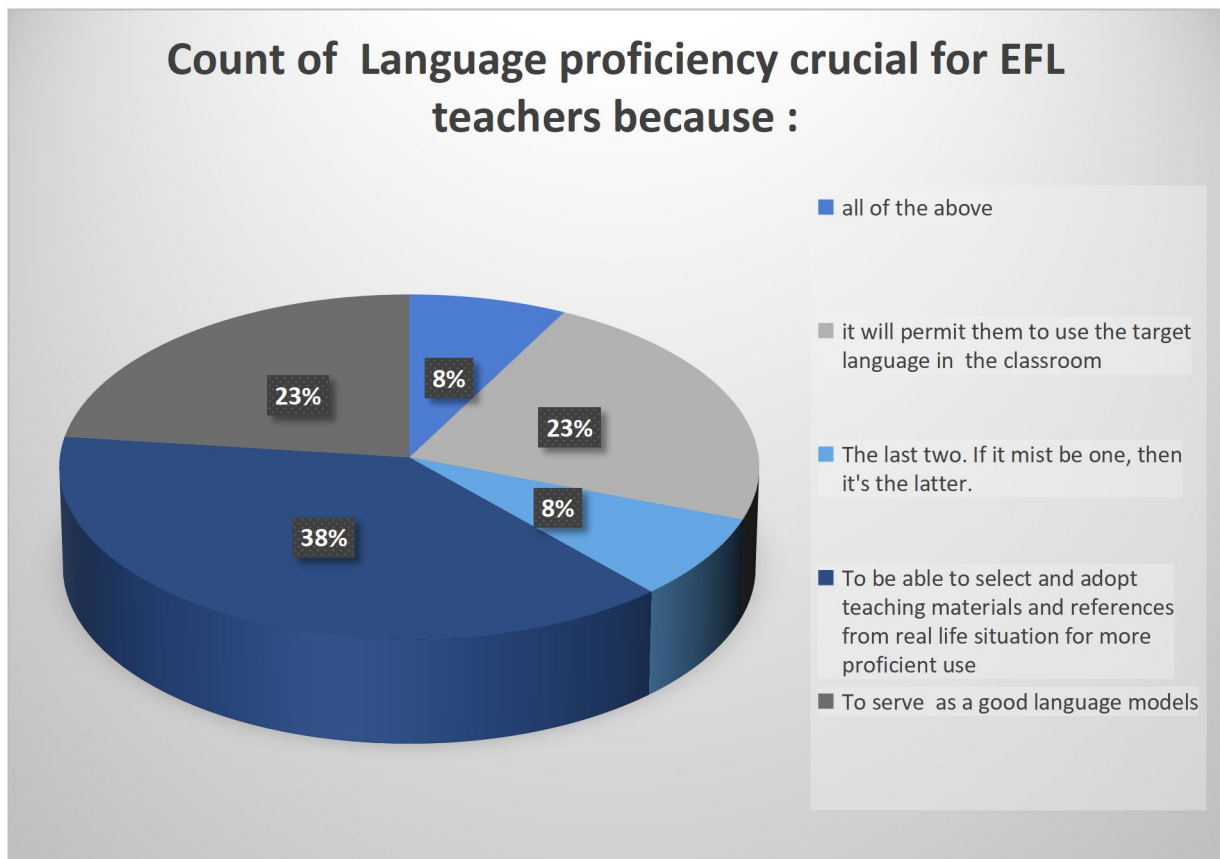


Figure 3.8: Language Proficiency for EFL Teachers

According to the pie chart, most respondents (38%) believe that language proficiency is crucial for EFL teachers to be able to select and adapt teaching materials and references from real-life situations for more proficient use. Additionally (23%) stated that language proficiency is crucial for EFL teachers to serve as good language models. Another (23%) of the respondents believed that language proficiency was important because it would permit them to use the target language in the classroom. While (8%) expressed difficulties in lesson planning and preparation, they chose the statement "The last two If it has to be one, it's the latter," and (8%) believe that language proficiency is important for EFL teachers for all of the reasons stated above.

Question 21: Do teachers need good communication and organizational skills?

All respondents agree that teachers need good communication and organizational skills (100%). This suggests that these skills are seen as essential and indispensable for teachers in any context or subject area.

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Question 22: What challenges have you faced when it comes to communicating and organizing your classrooms?

1. None
2. shyness and introversion of many students
3. The size of the classrooms and the number of students to deal with, in addition to the inadequate equipment,
4. Several among these programs, students lack the motivation
5. timing, number of students in the classroom
6. Sometimes, if I'm being fairly generous, students come with very low language levels. I emphasize that it is the level, like basic English, and not the skills. In the same classroom, others fit the other extreme and are almost fluent. Managing a slow pace in communication all the time can be a block to the latter while disregarding the former isn't a solution either. It usually has to go slowly, except when there's spared activity time to go back to those who are slow-paced and use extremely simple vocabulary and sentences to convey meaning.
7. Limited time
8. lack of background knowledge or the lack of basics
9. Large classrooms
10. I used to have trouble getting to class on time.
11. The overloaded classes

According to the comments, the most prevalent issues teachers encounter in communicating and organizing their classrooms are connected to student conduct and classroom size. Teachers' ability to successfully communicate and orchestrate their lessons might be affected by students' lack of interest, shyness, introversion, poor language skills, and overcrowded classrooms. Insufficient equipment, a lack of time, and huge classes may all be difficult for instructors.

Question 23: How can teachers create an environment that encourages effective communication and organization?

1. If you deal with the students in a good way and show interest, in general, if you show respect, you will be shown respect.
2. introducing some fun

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3. We are regularly struggling with that matter, but we have found remedies for the problems encountered by creating good learning environments through interesting lectures and providing students with relevant information and feedback.
4. This depends on their creativity and continued research in the field.
5. respect your students' needs and try to match them with the syllabus you have to deliver during the semester
6. Answer their needs. Once students reach their goals, even at a short-term level, it means to the teacher that he's succeeded in planning, listening, and effectively managing the classroom. A teacher is then a role model, and managing the classroom would hardly be a task. As for the ways: Multimedia content encourages interaction and communication; group work, pair work, and collective work are splendid. To organize that communication, take turns, either verbally or by using a tool to run down the room; only the person who holds the tool is allowed to speak. It works best in debates, where it holds students' urge to speak up and interrupt. Etc..... GOOD LUCK!
7. Respect them, be supportive, give them a chance to speak, and keep them motivated.
8. Time
9. Building a social and interactive environment and fostering critical discourse, may result in enhancing students' achievement and sense of belonging, which will help them construct new knowledge. I would also suggest a blended approach in which teachers might consider using online space as a way to communicate with their students and other teachers.
10. He or she needs to remember the days when they or was a student and try to do better.
11. Give the students the opportunities to express their ideas freely and open debates.

Analyzing the responses to the previous question, respect, creativity, time management, and technology are key factors in creating an environment that encourages effective communication and organization. Respectful interactions promote a positive learning environment, while creativity and innovation such as engaging lectures, multimedia content, and group work can enhance communication. Effective time management and organization skills are also critical components, including providing clear instructions and feedback. Finally, technology can provide additional opportunities for communication and collaboration. In summary, teachers must foster these skills to create a positive and productive learning environment that helps students achieve their academic and personal goals.

3.4.2 The Interpretation of The Teachers' Questionnaire Findings:

After analyzing the information that was collected directly from teachers through a questionnaire, several key themes emerged. These topics focused on teacher knowledge and attitude, technical expertise, teaching duties, and professional teacher traits.

For starters, Teacher expertise and demeanor play a crucial role in cultivating a favorable learning atmosphere. Enthusiastic and knowledgeable instructors instill inspiration and foster an appreciation for education among their pupils. Additionally, possessing positive attitudes towards teaching and students helps create productive classrooms that garner respect. Approachable teachers who are open to feedback build trust with their learners.

Second, Technology proficiency is essential for effective education. Skilled teachers can create captivating and interactive lessons that engage students, and enhance cooperation and communication among them, leading to an improved learning experience. However, some instructors may lack access to or confidence in using technology effectively in the classroom. Hence it becomes imperative to provide adequate professional development opportunities and resources to help educators improve their technological prowess.

Finally, Instructors' roles were examined and found to be diverse, including planning, facilitating, and tutoring. They should give explicit instructions and feedback while fostering a cooperative learning environment that encourages critical thinking skills. Competent teachers also adjust their approach according to student's needs by providing individualized assistance when necessary.

Lastly, Effective teachers possess various professional traits, including a strong work ethic, dedication to ongoing learning and development, devotion to students, and reflective thinking skills for improving their teaching.

3.5 Suggestions Recommendations:

Based on the analysis of the teacher and student questionnaires, several key recommendations can be made regarding teacher knowledge and attitude, technological knowledge, teachers' roles, professional characteristics of teachers, and teacher-student relationships.

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- Firstly, Teachers' professional development must be prioritized to improve their teaching knowledge and attitude. Continuous learning opportunities should be provided for them, focusing on the latest techniques and methodologies in education. Establishing a supportive and affirmative classroom environment that encourages teachers to exchange ideas will also contribute positively towards this goal.
- Secondly, technology is now a vital component of contemporary education. teachers must possess the adequate technical expertise to provide efficient online instruction. Consequently, educational institutions should allocate resources for training initiatives that enhance teachers' digital competencies and enable them to leverage electronic resources effectively in their teaching practices.
- Thirdly, the teacher's role has evolved from simply dispensing information to facilitating learning and guiding students toward knowledge and skills acquisition. Redefining their role is crucial and providing them with the necessary support to adapt is essential.
- Fourthly, Professional qualities, including a passion for teaching, commitment to the profession, and superior communication abilities are crucial for successful pedagogy. Consequently, educational institutions must hire teachers based on these standards and offer assistance to enhance their professional attributes.
- Lastly, the teacher-student relationship is crucial for successful teaching and learning. It requires a positive bond built on mutual respect, trust, and empathy. Teachers must establish safe and supportive classrooms that motivate active engagement.

In conclusion, to ensure effective teaching and learning, schools should focus on enhancing teacher knowledge and attitude, providing technological training, redefining the role of the teacher, recruiting teachers based on professional characteristics, and fostering positive teacher-student relationships. By implementing these recommendations, schools can create a conducive learning environment that promotes the holistic development of students.

3.6 Conclusion:

Throughout this chapter, I have attempted to answer our research questions through the analysis and discussion of the findings. The obtained results from both questionnaires have revealed that EFL teachers cannot be considered successful based only on their personnel or professional qualities, but also on their teaching strategies and methods that have

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a significant impact on students' language learning outcomes. Finally, I have provided some recommendations that may be useful for the learner.

General Conclusion

General Conclusion

Teaching English as a foreign language would be very challenging for teachers to attain Success in their teaching career. EFL learners' teachers are affected by a variety of factors that either impact their teaching progress positively or negatively. These factors affect how EFL teachers teach the target language. Therefore, this research attempted to investigate the factors that impact teachers' success in teaching English.

In this study, the researcher aimed at shedding the light on the teachers' and students' perspectives of a good EFL teacher. Thus, it aimed at knowing the personnel and professional characteristics that allow teachers to achieve success. The main conclusion to draw is that EFL teachers' achievement at teaching English is affected by various factors that either affect their teaching progress positively or negatively, and they encountered many difficulties that hamper their success.

This research work comprised three chapters. The first chapter dealt with the theoretical part of the research topic. The first part presented the importance of teaching and learning English in Algeria, and it provided the status of English in Algeria. Then, the second part is devoted to the introduction of the teachers' roles, it covers the variety of definitions of teaching and highlighted the relationship between the teacher and the learner. Besides this, it indicated the Content knowledge of successful EFL teachers as well as technological and pedagogical knowledge. Also, it shed light on the personnel and Professional qualities of EFL teachers. The second chapter dealt with the research methodology and the tools which have been selected to gather the data needed to reach our research goals. Furthermore, it comprised a description of the participants involved in this study. The third chapter presented the analysis and the discussion of the data collected from questionnaires, and it is concluded with recommendations that attempt to help pre-service teachers and trainee teachers in their EFL teaching process.

The studies demonstrated that EFL teachers possess many personal and professional attributes, including patience, creativity, flexibility, and discipline. These attributes fit with the research on successful teaching and are vital for building a good and productive learning environment. The data analysis also revealed that EFL teachers should be informed about language acquisition theories, effective teaching techniques, and classroom management strategies to give high-quality language lessons. The research further demonstrated that learners greatly appreciate teacher-student interaction since it offers a supportive learning environment that supports language acquisition. Thus, EFL teachers should focus on building

General Conclusion

strong connections with their students and boosting student participation via interactive teaching approaches. The examination of the data also demonstrated that teacher assessment and correction play a key role in enhancing students' language skills. Teachers should give timely and constructive feedback to assist students to recognize and fix their faults, eventually leading to better language competence. Additionally, the data analysis demonstrated that teachers' professional development is essential for preserving and developing their knowledge and teaching efficacy. Thus, EFL instructors should participate in continual professional development opportunities to better their knowledge and teaching techniques.

Overall, these results imply that EFL teachers should possess a mix of personal and professional attributes, knowledge, and effective teaching strategies to deliver high-quality language education and boost students' language competency.

The first hypothesis of this research, stated respectively that An effective EFL instructor must have a few personality attributes, such as adaptability and flexibility, fairness in the classroom, and a loving attitude toward his students. An EFL teacher must be fluent in speaking the language, have linguistic competency, and have a complete command of the English language (including vocabulary, grammar, mastery of the four skills, etc.). (Functional language). Additionally, he needs to be familiar with effective teaching techniques., was confirmed. Additionally, the second hypothesis stated that there Effective EFL teachers show outstanding pedagogical talents, which are evident in their well-thought-out lesson plans, innovative use of different teaching strategies and approaches, flexibility in meeting the requirements of their students, and command and control of the classroom environment. EFL instructors must also be computer literate to assist students in accessing and evaluating digital content. EFL teachers will also probably acquire a set of technology skills that will enable them to use such abilities in the class in the future, was confirmed.

This research provides precious insight into the personal and professional characteristics affecting teachers' success in EFL teaching, also the solid knowledge of the subject matter, and technological and pedagogical knowledge. However, it is better to take into consideration the previously proposed recommendations to have more successful results. So, hopefully, this piece of research will pave the manner for future investigations.



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A black-outlined speech bubble with a pointed bottom edge, containing the word "Appendices" in a black, cursive script font.

Appendices

Appendices

Student questionnaire :

➤ **Section one: (Students' Information)**

1) Gender:

- Male

- Female

2) Age group:

- 18-21

- 21-25

3) At what age did you start learning the English language ?

.....

4) Rate your proficiency level in English language from the following grades :

	Low intermediate	Intermediate	Upper Intermediate	Advanced
Proficiency Level				

➤ **Section two: (Personal Attributes of a Good Teacher and Student-Teacher Relationship)**

1) Do you think it is important for a language teacher to be adaptable and flexible in his/her attitude in the classroom ?

- Yes

- no

2) A good language teacher should be fair to his students and unbiased?

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level of Agreement					

Appendices

3) Do you think it is crucial for teachers to show patience to their students?

- Yes

- No

● Why did you choose *yes* in the previous question

a) It is a teacher primary job to make students understand a concept

b) It is efficient way to get around with slow learners

c) It helps them to cope with difficult situations

d) Other

4) Which of the following characteristics do you think is necessary for someone to be called a good teacher:

- Courtesy and respect

- Patience and passion

- Strict and decisive

5) * When I am learning a new language, I like teacher who have a sharing and caring attitude and provides supportive feedback *

	strongly disagree	disagree	neutral	agree	strongly agree
Level of Agreement					

6) Rate the to which extent is the following traits is important for a language teacher to have, according to your own preferences :

	Non-important	Important	Very important	A must
Flexibility & adaptability				
Fairness				
Respect				
Patience and passion				

Appendices

A Caring attitude				
--------------------------	--	--	--	--

7) Rate your level of agreement with each statement regarding the Teacher student relationship:

	Strongly agree	Agree	Strongly-disagree	Disagree	No comment
A teacher needs to be respectful and kind					
I expect my teacher to look professional					
A teacher needs to be impartial					
He/ she must be able to control the class					
I like it when the teacher is compassionate					
Teachers must possess good communication skills					
I prefer a strict teacher rather than easy-going teachers					
Teachers must share new information with us, or guides us to new ones					
I respect teachers with sound subject knowledge and teaching techniques					

Teachers' questionnaire:

➤ **Section one: Teachers' Information**

1. Teaching experience:

- 0/5
- 5/10
- more than 10

Appendices

2. Which module do you teach?

.....

3. What is your teaching philosophy?

.....

➤ **Section two: Teacher Knowledge and Attitude**

1. What qualities a teacher should possess in order to teach English ?

.....

.....

2. What is your biggest challenge during teaching English?

a) Lack of resources

b) Difficulty in managing students

c) Inconsistent class schedules

d) Limited speaking opportunities for students

e) All of the above

f) Other:.....

3. Do you believe that having a strict attitude as a teacher has a positive or negative effect on the learning process, based on your experience as a teacher? Please explain.

.....

.....

4. Please tick your appropriate opinion

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	Not-important	Important	Very important	A must
Can control the class and discipline it when it is necessary				
Give clear, concise, and verified instructions				
Able to answer grammar questions with confidence				
Capable of providing authentic English models (possesses excellent grammar and pronunciation)				
Able to plan intriguing, relevant lessons				
Capable of writing detailed lesson plans utilizing suitable EFL vocabulary				
Pays equal attention to each student in the class				
is aware of learning styles and applies them to his or her teaching				
Possess the ability to assist student learning using digital tools and resources.				
Capable of producing and managing digital content, including websites, documents, and presentations using multiple forms of media.				
Assume the appropriate roles of teachers according to the lessons/Framework				
Maintain an appropriate pace				
Shows interest in students' achievements				

➤ **Section three: Technological Knowledge**

1. What are the key components of digital literacy for EFL teachers?

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- a) Understanding of online Teaching platforms
- b) The ability to create multimedia content
- c) Knowledge of online assessment tools
- d) Familiarity with Education technology resources

2. How comfortable are you when using technology in the classroom?

- a) A little bit uncomfortable
- b) Neutral
- c) Somewhat comfortable
- d) Extremely comfortable

3. What types of technology have you used in the classroom?

.....

➤ **Section four: Teachers Roles**

1. What is the most important role for a teacher to assume according to you from the following 8 roles: planner, listener, assessor, tutor, role model, resource?

.....

2. How do you balance the different roles of a teacher in order to best meet the needs of your students?

.....

3. How can teachers best use their roles as planner, listener, assessor, tutor, role model and resource to maximize student learning?

.....

4. What challenges have you faced while trying to fulfill all of the roles of a teacher?

- a) Difficulty in planning and preparing lesson

Appendices

- b) Lack of time to grade assignment
- c) Inadequate support from colleagues or administration
- d) Difficulty in managing a diverse group of students
- e) All of the above
- f) Other:.....

➤ **Section five: Professional Characteristics of Teachers**

To which extent do you think it is important for a teacher to be knowledgeable about his/
subject ? **Table 3.3: English Learning Age**

1.

	Non-important	important	Very important	A must
Importance Level				

2. In what ways does a teacher’s subject knowledge impact student learning outcomes?

.....

3. To which extent do you agree to the following statement : “ one of the desirable features to be found in EFL teachers is to be a non-native speaker but fluent in English”

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Level of Agreement					

4. Could you please provide an explanation for your answer to the previous question ?

.....

Appendices

5. Do you think it is effective for a teacher to use diverse teaching methods while conducting the lecture (opting to eclecticism i.e. The use of different teaching methods such as direct, indirect , audio-lingual method) ?

	Extremely effective	Moderately effective	Not-effective at all
Level of effectiveness			

6. Language proficiency is crucial for EFL teachers because:

- a) it will permit them to use the target language in the classroom
- b) To serve as a good language model
- c) To be able to select and adopt teaching materials and references from real life situation for more proficient use).
- d) Other:.....

7. Do teachers need good communication and organizational skills?

- Yes
- no

8. What challenges have you faced when it comes to communicating and organizing your classrooms?

.....

9. How can teachers create an environment that encourages effective communication and organization?

.....