

Students' and Lecturers' Perspectives on the Qualities of an Effective English Language Teacher at Al-Balqa Applied University in Jordan: A Comparative Study*

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Abstract—The study aimed to compare the perspectives of English Foreign Language (EFL) students and English instructors in Jordan on the characteristics of effective English instructors. The researcher selected (250) students and 25 English instructors randomly from different English departments at Al-Balqa Applied University. The researcher designed a questionnaire of 57 questions according to the Likert Scale and distributed it to the participants of the study to know their responses. The data were analyzed to determine differences between the students' and the teachers' responses toward the characteristics of a good teacher. In general, the results of the study indicated that the students and teachers placed a high level of importance on four categories of the questionnaire included in the survey. The students gave the highest ranking to ethics and personality, class management and discipline followed by academic quality and English proficiency, and pedagogical knowledge and planning. This contrasted with the teachers, who ranked academic quality, English proficiency, class management and discipline the highest followed by pedagogical knowledge and planning and ethics and personality. There were significant differences between the responses of teacher participants and student participants on many items of the survey. The study provided several implications for future research for example adopting the qualities of effective EFL teachers mentioned in the study in the process of teaching and learning English and other languages.

Index Terms—teacher qualities, EFL, student perspective, lecturer perspective

I. INTRODUCTION

The definition of "effective teacher" is verified from one researcher to another. Stronge (2002) claimed that a good teacher produces a class of high-achievers or receives positive evaluations from his administrators. On the other hand, a good teacher could be defined as a person who motivates his students' learning (Benson et al., 2001) or a person who can share information with the students (Stephens & Crawley, 1994). To conclude, several definitions were found based on different qualities that teachers are associated with.

Qualified teachers play a significant role in the educational system. They have a fundamental role in learning and improving students' achievement (Markley, 2004; Rockoff, 2004). They shorten the gap between the students and the teachers inside the classroom in many countries. For example, The English language learning process happens mainly inside the formal classroom settings in Jordan. Thus, it is essential to focus on applying learner-centered classes and students' beliefs about language learning and teaching. Studying the features of a good teacher from the students' point of view is beneficial to help teachers improve their qualities to meet the students' needs and interests.

Many studies have been conducted on identifying the characteristics of an effective teacher in general, for example Witcher et al. (2001) and Koutsoulis (2003) and English teachers in particular, for example (Schulz, 2000; Vázquez-Rendón, 2002) in the field of foreign language teaching (FLT). The characteristics of a good English teacher are classified into several categories; most of them include subject matter knowledge, pedagogical knowledge, socio-effective skills, and personality such as Badawood (2015), DİNÇER et al. (2013) and Arikan et al. (2008). Some studies classified the characteristics of an effective English teacher depending on new categories. Haung (2015), Khaing (2020), Sandari (2016), Wichadee (2010) and Al-Mahrooqi et al. (2015) classified them into achieving quality, accountability, feedback roles, competencies, organization and communication skills, knowledge about the students, and teacher professional development.

The present study investigated the features of English foreign language teachers (EFLT) at the university level; some features are common, but others are related to the field of English like language competencies quality. The researcher who is one of the English instructors at Al-Balqa Applied University studied the perceptions of the English students to know the effective characteristics from their views because he believes in applying learner-centered class. Besides, it would be beneficial to promote an effective teaching-learning process. To the knowledge of the researcher, no studies

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have been conducted on the features of an effective English instructor at the university level in Jordan neither from the student's point of view nor that of the teachers'. Therefore, the main aim of the present study was to explore the differences between the perspectives of the students and the teachers.

A. *The Purpose and the Questions of the Study*

The study aimed at outlining the qualities of an effective English language instructor at Al-Balqa Applied University in Jordan in terms of four domains: academic quality and English proficiency, pedagogical Knowledge and planning, ethics and personality, and class management and discipline. Also, the study compared the qualities of English language instructors according to teachers' and students' perspectives. To achieve both purposes, the following research questions were addressed:

1. What are the qualities of an effective EFL instructor perceived by Jordanian English language students?
2. What are the qualities of an effective EFL instructor perceived by Jordanian English language instructors?
3. What are the differences and similarities between the qualities of English language instructors perceived by Jordanian English language instructors and learners?

B. *Importance of the Study*

To investigate the qualities of English language instructors as perceived by the instructors and learners is beneficial to teachers, learners, and researchers. For teachers, they can develop themselves depending on the student's needs and interests. Besides, learners can be much close to their teachers and understand them. Also, the study urges other researchers to conduct other studies to develop the qualities of a good English teacher and to study other new qualities.

C. *Limitations of the Study*

The study may not represent English teachers in the world. It is limited to English instructors in Jordan who taught English at departments of English at Al-Balqa Applied University. Furthermore, the study is limited to the instrument which was a survey that may not reflect the different aspects of EFL teachers' qualities.

II. THE LITERATURE REVIEW

Many studies have been conducted about the characteristics of English instructors at universities or English teachers at schools worldwide. The current study organized the related studies into four sections: the first section presented a literature review about the characteristics of a good English teacher. The second section described the characteristics of effective English teachers according to the perceptions of the students. The third section studied the characteristics of effective English teachers from the perspectives of English teachers. Finally, the fourth section compares the teachers' and students' perceptions on the qualities of a good EFL teacher. In the present study, the four sections were organized chronologically as follows:

English language teachers contribute to the success of teaching English if they have special qualities related to English language teaching. DİNÇER et al. (2013) reviewed over (30) studies about the characteristics of effective English language teachers. They presented a literature review about the characteristics of good English language teachers to improve their roles in English language classrooms. The researchers in the study classified the characteristics of effective English language teachers into socio-affective skills, pedagogical knowledge, subject-matter knowledge, and personal skills. The findings of the study found that English language teachers should have the four types of the mentioned qualities and have a balanced combination among them. Another study conducted by Al-Seghayer (2017) aimed at delineating five characteristics of good EFL teachers: Cognitive knowledge, content knowledge, English language proficiencies, personality traits, and key related variables. The study was very important because it may help English teachers to improve the knowledge of the qualities of a good English language teacher.

The previous were studies conducted on the qualities of an effective English teacher in general. Compared with them, more studies have been conducted to show the qualities of effective FL teachers from the perspectives of English language students. Ghasemi and Hashemi (2011) studied the characteristics of an effective English teacher from the views of (200) students at Islamic Azad University. The researchers used a questionnaire of (50) items given to male and female students to find their perceptions of the characteristics of effective English teachers. The findings of the study concluded that students had similar views towards some characteristics such as syllabus, administrative rules, regulation, teaching techniques, and personality. Besides, the students reported that female teachers can pronounce English better than male teachers.

Another study done by Khaing (2020) focused on examining the competencies of a good EFL teacher. The study adopted a questionnaire from Mardoch to identify perceptions of the characteristics of an effective English teacher at Mandalay University. Data were analyzed by showing the percentages of the students' responses on the qualities of an effective English teacher. The findings of the study revealed that students have positive attitudes toward the competencies of English teachers and they are very important from their views. Besides, in a descriptive study conducted by Sandari (2016), sixty three EFL students from the University of Jakarta showed positive attitudes towards some characteristics, such as content knowledge, pedagogical knowledge, communication, and socio-effective skill. Furthermore, another study was applied in Turkey by Arikan et al. (2008) aimed to know the views of EFL students on

the characteristics of a good English teacher. The results of the study indicated that Turkish teachers should be native speakers of Turkish to make the students more comfortable. Also, the study showed that effective English teachers should be friendly, young, and creative.

Few literature reviews studied the characteristics of effective English teachers from the perspectives of English teachers. Al-Issa (2017) and Ogretmen et al. (2010) investigated two studies to find out the characteristics of the effective English language from teachers' views. In the first study, Al-Issa (2017) studied the views of English language teachers regarding the characteristics of effective English language teachers. He selected a sample of (63) English language teachers from (23) countries in different ELT conferences to study their views regarding the characteristics of effective English language teachers. He found out that English language teachers had positive views on the English language and teaching methods. The second study which was conducted by Ogretmen et al. (2010) concluded that the qualities of a good English teacher play a fundamental role in teaching languages such as training and updated curriculum.

Many related studies studied both the teachers' and students' views at the same time on the qualities of a good EFL teacher. A study conducted by Badawood (2015) aimed at exploring three characteristics of an effective teacher (proficiency, pedagogy, and socio-effective) as viewed by (7) English language teachers and (17) secondary students. For the proficiency category, the study showed that reading, writing, and comprehension were the most important. For the pedagogical category, it found that using aids and lesson plans were also significant. Finally, for the socio-affective category, it was concluded that teachers should listen to the students and they should deal with them fairly. In another study investigated by Huang (2015), other qualities of effective translation teachers such as personality, roles, and feedback were handled. Although the number of participants in the study was not large enough (94 students and 22 teachers) and it was limited to translation teachers, it is useful for future research. After analyzing a questionnaire survey, the results of the study showed that some items rated high response percentages from the teachers' and students' views like using methods and personality.

Al-Mahrooqi et al. (2015) compared teachers' and students' perspectives on the characteristics of a good translation teacher. To achieve the purpose of the study, the researchers selected a large number (171 Omani students and 233 English teachers). Both participants agree with each other about all of the characteristics in particular those related to proficiency, knowledge of western culture, and use of technology.

Liando (2010) discussed the views of (126) and (28) teachers from the State University of Manado on English teacher characteristics. After employing descriptive statistics and using a questionnaire as an instrument of the study, it was found that both personal and academic qualities were the most important. Another study conducted by Wichadee (2010) shows the characteristics of effective English language teachers from the views of Bangkok University students and teachers. The students showed that categories of communication skills, personality, and socio-effective skills were the most important.

Finally, Shishavan and Sedaghi (2009) investigated a study to explore the characteristics of a good English language teacher from Iranian English language teachers' and learners' points of view. To achieve the purpose of the study, the researchers used a questionnaire to be answered by (59) English language teachers and (215) EFL learners. The findings of the study showed a significant difference between teachers' and learners' views on some characteristics. The differences related to the characteristics of assigning homework, using grouping activities, preparing the lesson well, using lesson plans, assessing students, good personality, and having knowledge of pedagogy. On the other hand, the students agreed more than teachers that using the first language of the learners was the most important and the teacher should have a good personality.

III. METHOD

A. *Study Participants*

The sample of the study was divided into two groups of EFL instructors and learners. The instructors' group consisted of 25 university instructors teaching English language and Literature and working in different colleges at Al-Balqa Applied University (Ajloun University College and Irbid University College). The students' group included also 250 EFL students who were selected randomly in the second semester of the 2020-2021 academic year from the English departments at Al-Balqa Applied University. They were asked to complete a questionnaire about the characteristics of a qualified English teacher.

B. *The Instrument of the Study*

The instrument used in this study was an electronic questionnaire designed by the researcher. It was divided into four categories: academic quality & English proficiency, pedagogical knowledge and planning, ethics and personality, and class management and discipline. It included 57 items of close-ended statements based on the Likert Scale with five alternative points from strongly disagree to strongly agree. The items represent students' and instructors' views on the characteristics of a qualified English teacher.

The instrument was revised three times with the help of colleagues and professors from Jordanian universities. The researcher added and dropped some items depending on the reviewers' comments. Thus, the final version included 57 items about the characteristics of a qualified English teacher. For the questionnaire reliability, the study used

Cronbach's Alpha to calculate the internal consistency to be 0, 90. So, Cronbach's Alpha indicated that the categories reported a good alpha level.

C. Data Collection and Analysis

A qualitative approach was used to collect and analyze data. The participants were asked a group of open-ended questions to elicit their answers about the characteristics of a qualified English teacher. The following values were assigned to responses based on Likert Scale items: 1 denoted 'Strongly Disagree', 2 for 'Disagree', 3 for 'No Idea', 4 for 'Agree', and 5 for 'Strongly Agree'. The collected data were analyzed descriptively by using means, standard deviations, percentages, and t-test. Then, the differences between instructors' and students' perspectives on the characteristics of a qualified English teacher were found.

IV. RESULTS

The results of the study are presented for each of its questions respectively in the following tables:

A. Students' Results

TABLE 1
TOTALS MEANS AND STANDARD DEVIATIONS OF STUDENT QUESTIONNAIRE FOR THE FOUR CATEGORIES

Category	M	SD	Degree of Agreement	Rank
Ethics and personality	4.453333	0.596637	Strongly Agree	1
Class management and discipline	4.39	0.704946	Strongly Agree	2
Academic quality and English proficiency	4.18625	0.542903	Agree	3
Pedagogical Knowledge and planning	4.075588	0.67454	Agree	4
Total	4.283816	0.39646	Strongly Agree	

Table 1 shows the overall mean score of students' perspectives on the qualities of effective English language teachers for the four categories which was at a high level (M=4.283816). Each of them received a mean between (4.075588) and (4.453333). The mean scores could be arranged in order of agreement as follows: ethics and personality (4.453333), class management and discipline (4.39), academic quality and English proficiency (4.18625), and pedagogical knowledge and planning (4.075588). The two categories that received the highest means scores were "Ethics and personality" (M=4.453333) and "Class management and discipline" (M=4.39). "Academic quality and English proficiency" (M=4.18625) and "Pedagogical knowledge and planning" (4.075588) received the lowest means.

All questionnaire categories explored are discussed in detail below:

The most important category for student participants was "Ethics and personality" (M=4.453333). Of "21" items, (19) items recorded means above "84.1". Although most of the students showed the importance of their English teachers to improve their personality and ethics, they considered only two items less important. Both items were "Be faithful and disciplined" (M=3.585) and "Have loyalty and desire to teaching" (M=3.565).

The second highest questionnaire category was "Class management and discipline" (M=4.39). Seven items related to this category received means above (89.1). The two items that received the lowest means from this category were "Book the excellent students and failures" (M=3.4975) and "Clarify the instructions of the activities inside the class such as the opening and closing the book, making the exercises, or using the instructional aids" (M=3.755).

The category with the third-highest overall mean was "Academic quality and English proficiency" (M=4.18625). Of the ten items related to this category, eight items received means above (4.2975), which means that the students believed that these qualities are important for their English teachers. The next less important item was "Prepare the lesson in a good way" (M=3.655) and the item that recorded the lowest means was "Have new knowledge about the content" (M=2.75).

The category with the lowest overall mean from all categories was "Pedagogical knowledge and planning" (4.075588). Of (17) items, eleven from this category recorded means above (85.85) followed by four items that recorded means from (M=3.33) to (M=3.8). Two items were recorded as the lowest means. They related to the way that the teachers use to encourage students to answer questions and the skills they have in preparing their plans. These were "Encourage students to answer questions even if they don't like to talk" (M=2.5525) and "Have the skills of preparing different plans (daily, semester, and annual)" (M=2.7925).

B. Teachers' Results

TABLE 2
TOTALS MEANS AND STANDARD DEVIATIONS OF TEACHERS QUESTIONNAIRE FOR THE FOUR CATEGORIES

Category	M	SD	Degree of Agreement	Rank
Academic quality and English proficiency	4.316667	0.984023	Strongly Agree	1
Class management and discipline	4.144444	0.988889	Agree	2
Pedagogical Knowledge and planning	4.00	0.917782	Agree	3
Ethics and personality	3.942857	1.098851	Agree	4
Total	4.05731	0.196	Agree	

Table 2 shows the overall mean score of Teachers' perspectives on the qualities of effective English language teachers for the four categories which was at a high level (M=4.05731). Each of them received a mean from (M=3.942857) to (M=4.316667). The mean scores could be arranged in order of agreement as follows: academic quality and English proficiency (4.316667), class management and discipline (4.144444), pedagogical knowledge and planning (4.00), and ethics and personality (3.942857). As seen from the given mean, all categories received the highest means scores above (M=4) except the category related to "Ethics and personality" (3.942857) received the lowest mean.

All questionnaire categories explored are discussed in detail below:

The category that was considered the highest overall mean was "Academic quality and English proficiency" (4.316667). All of the ten items related to this category received means above (4.133333333), which means that the teachers believed that these qualities are important for English teachers.

The second highest questionnaire category was "Class management and discipline" (M=4.144444). Although seven of nine items related to this category received means above (4.133333333), two items received low means. "Use a notebook to book the students' behaviors" received (M= 3.966666667) and "Not interrupt student' discussion" (M= 2.9) was the lowest mean which means that teachers believe in interrupting students while discussing.

The third highest overall mean was "Pedagogical knowledge and planning" (4.00). Of (17) items related to this category, (15) items received means above (4.1), which means that the teachers believed that these qualities are important for English teachers. Only two items that recorded very low means were "Raise the questions to all students without interruption while answering." (M= 2.566666667) and "Use the most modern technology in teaching." (M= 2.9).

The category that recorded the lowest overall mean from all categories was "Ethics and personality" (3.942857). The means scores of this category which contains "21" items distributed as follows: (16) items recorded high means above "M=4", (4) items recorded average means between "M= 3" and "M= 3.666666667". The lowest item that recorded very low means was "Understand the financial conditions of the students." (M= 2.366666667) which means that the teacher participants showed a negative response towards item no. 21 in the questionnaire. Thus, they did not believe that English teachers should understand the financial conditions of the students.

C. Comparison of Student and Teacher Results

To answer the third question of the study, the researcher used Table 3. It contains students' and teachers' means for each questionnaire category and the total means for all items of the questionnaire. Then, he used (Table 4 and Table 5) to compare the highest and lowest means for teachers and students as follows:

TABLE 3
CATEGORIES' MEANS OF STUDENTS' AND TEACHERS' PARTICIPANTS

Category	Student mean	Teacher means
Academic quality and English proficiency	4.18625	4.316667
Pedagogical Knowledge and planning	4.075588	4.00
Ethics and personality	4.453333	3.942857
class management and discipline	4.39	4.144444
Total	4.283816	4.05731

Table 3 shows that the overall mean score of the students' perspectives on the qualities of an effective English teacher was higher than the overall mean score of teachers' (4.283816>4.05731). When considering the four categories, the students rated the four categories in order from most to least important as follows: ethics and personality, class management and discipline, academic quality and English proficiency, and pedagogical knowledge and planning. However, the teachers rated the four categories in order from most to least important as follows: quality and English proficiency, class management and discipline, pedagogical knowledge and planning, and ethics and personality. As shown in Table 3, the category of ethics and personality" (M=4.453333) was rated the most important category for the students. However, it was rated the least important from the teachers' point of view (M=3.942857). In contrast, the teachers reported, "Academic quality and English proficiency" (M=4.316667) as the most important category. Besides, the second most important category for both was class management and discipline (4.39, 4.144444). The students gave "pedagogical knowledge and planning" the lowest ranking (M=4.075588) but this category is considered as the third important category from teachers' point of view (M=4.00).

To show the differences between the teacher and student perspectives on the qualities of an effective English teacher in more detail, the researcher used two tables (Table 4 and Table 5). Table 4 includes (10) high items that rated the qualities of an effective English teacher by students and teachers. Table 5 includes (7) the lowest items that rated the qualities of an effective English teacher by students and teachers.

TABLE 4
STUDENTS' AND TEACHERS' ITEMS WITH THE HIGHEST MEANS

Students			Teachers		
Item no.	Means	t-value	Item no.	Means	t-value
Item 51: Not interrupting students' discussion.	4.8625	220.393	Item 22: Encourage students to answer questions even if they don't like to talk.	4.6	9.348235
Item 29: Understand the financial conditions of the students.	4.8075	175.5207	Item 14: Take into account the individual differences.	4.566667	9.097734
Item 50: Avoid verbal punishment.	4.74	109.3667	Item 56: Book the excellent students and failures.	4.533333	8.871748
Item 37: Be helpful to the students outside the classroom.	4.6875	114.1812	Item 57: Clarify the instructions for the activities inside the class such as opening and closing the book, making the exercises, or using the instructional aids.	4.533333	8.269593
Item 46: Listen to the students.	4.6875	87.47868	Item 50: Avoid verbal punishment.	4.5	8.668364
Item 11: Verify the methods and the activities.	4.685	113.6531	Item 10: Be able to communicate well in English	4.466667	8.486019
Item 36: Be aware of the social and cultural background of the learner.	4.67	110.6493	Item 1: Have new knowledge about the content.	4.466666667	7.910045249

Table 4 shows that all of the seven items that received the highest means from students and teachers were different. Four of the seven items, student participants believed to be among the most important related to the teacher's personality. These items were: "Item 29: Understand the financial conditions of the students", "Item 37: Be helpful to the students outside the classroom", "Item 46: Listen to the students" and "Item 36: Be aware of the social and cultural background of the learner". The students also focused on two of these items "Item 51: Not interrupting student's discussion" and "Item 50: Avoid verbal punishment" which relate to class management and discipline. Moreover, there was an item that they believed to be among the most important related to the methods and teaching.

On the other hand, teachers recorded the highest items associated with academic quality and English proficiency, pedagogical knowledge, and class management as follows: three items related to class management that were "Item 56: Book the excellent students and failures", "Item 57: Clarify the instructions of the activities inside the class such as the opening and closing the book, making the exercises, or using the instructional aids" and "Item 50: Avoid verbal punishment". Two items related to academic quality and English proficiency were "Item 10: Be able to communicate well in English" and "Item 1: Have new knowledge about the content" Besides, two items belonged to the category of pedagogical knowledge and discipline that were "Item 22: Encourage students to answer questions even if they don't like to talk" and "Item 14: Take into account the individual differences".

TABLE 5
STUDENTS' AND TEACHERS' ITEMS WITH THE LOWEST MEANS

Students			Teachers		
Item no.	Means	t-value	Item no.	Means	t-value
Item 22: Encourage students to answer questions even if they don't like to talk.	2.5525	-32.7928	Item 29: Understand the financial conditions of the students.	2.36	-5.93218
Item 1: Have new knowledge about the content.	2.75	-10.5556	Item 20: Raise the questions to all students without interruption while answering.	2.56	-3.96537
Item 26: Have the skills of preparing different plans (daily, semester, and annual).	2.7925	-13.3776	Item 25: Use appropriate extra materials.	2.9	-1.25134
Item 23: Know how to evaluate the students.	3.33	4.415197	Item 21: Use the most modern technology in teaching	2.9	-1.25134
Item 56: Book the excellent students and failures.	3.4975	6.089057	Item 51: Not interrupting student's discussion.	2.9	-0.6434
Item 31: Have loyalty and desire to teach.	3.565	7.245103	Item 37: Be helpful to the students outside the classroom.	3	0
Item 30: Be faithful and disciplined.	3.585	6.715915	Item 35: Accept the criticism.	3.06	0.764038

Table 5 shows that all of the seven items that received the lowest means from students and teachers were different as follows:

For student participants, they believed that three of the seven items were less important and related to pedagogical knowledge and discipline. These items were: "Item 22: Encourage students to answer questions even if they don't like to talk", "Item 26: Have the skills of preparing different plans", and "Item 23: Know how to evaluate the students". Two of these low items belonged to the personality of the English teachers. These items were "Item 31: Have loyalty and desire to teaching" and "Item 30: Be faithful and disciplined". Moreover, one item related to class management was "Item 56: Book the excellent students and failures" and another one related to the academic category was "Item 1: Have new knowledge about the content".

For teacher participants, three items related to pedagogical knowledge and discipline. These items were "Item 20: Raise the questions to all students without interruption while answering", "Item 25: Use appropriate extra materials" and "Item 21: Use the most modern technology in teaching". Besides, three items were ethics and personality of English teachers that were "Item 29: Understand the financial conditions of the students", "Item 37: Be helpful to the students outside the classroom" and "Item 35: Accept the criticism". The last item belonged to the category of class management which was "Item 51: Not interrupting students' discussion".

As seen in Table 4 and Table 5, there were differences between the responses of teachers and students on six same items. Three of them were rated by teachers as being among the most important qualities of English teachers and received high means. They were rated by student participants as being less important qualities of English teacher and received low means. These items were "Item 22: Encourage students to answer questions even if they don't like to talk", "Item 1: Have new knowledge about the content." and "Item 56: Book the excellent students and failures".

On the other hand, three items were rated by students as being among the most important qualities of English teachers and received high means. However, they were rated by teacher participants as being less important qualities of English teacher and received low means. These items were "Item 29: Understand the financial conditions of the students.", "Item 51: Not interrupt student' discussion" and "Item 37: Be helpful to the students outside the classroom".

V. DISCUSSION

A. Discussion of the First Question

The current study explored students' and teachers' perspectives on the qualities of English teachers. To fulfill this, the first question of the study examined was "What are the qualities of an effective EFL instructor perceived by Jordanian English language students?" From the findings of the first question of the study, it is noted that students considered all four questionnaire categories to be important. Only (3) of the 57 questionnaire items received means below (3.00).

It can be summarised that students decided that effective English language teachers were those with pleasant personalities, good morals, and good management. The category of personality and ethics was rated the most important followed by class management and discipline. The students may consider the category of personality and ethics as the most important category because of many reasons: first, students believe that if their English teachers have good personalities and morals such as understanding the financial conditions of the students, being helpful to the students outside the classroom and being aware of the social and cultural background of the learners, and being available for the students, they can learn English in a suitable learning atmosphere. Second, the favorable personality of EFL instructors may influence the students' effective learning psychologically because teachers who have good relations with their students give them a positive impression of learning. Lastly, students responded to the category of personality and ethics positively and gave it a high ranking because it facilitates communication with their teachers.

The result was following (Arikan et al., 2008; Ghasemi & Hashemi, 2011; Khaing, 2020; and Sandari, 2016) showed that the perspectives of teachers towards characteristics of effective EFL teachers were positive. In particular, categories of personality, competencies of English teachers, the content of pedagogical knowledge, and ethics were rated as the highest rankings among several categories.

B. Discussion of the Second Question

The second question of the study examined was "What are the qualities of an effective EFL instructor perceived by Jordanian English language instructors?" From the teachers' point of view, the category of Academic quality & English proficiency is the most important for teaching English followed by class management and discipline. They might be because of the nature of learning a foreign language. English instructors at Al-Balqa Applied University believe that having English proficiency enables them to teach their students well so they should communicate with their students well in English. For academic quality, they should have new knowledge about the content and prepare the lesson in a good way. Thus, Teachers believe that using the target language in the classroom creates learning opportunities for FL learners.

This finding is in the light of Al-Issa (2017) and Orgetman et al. (2010) who found that English language teachers had a positive view towards teaching methods, training, and updated curriculum.

C. Discussion of the Third Question

The third question of the study examined was “What are the differences and similarities between the qualities of English language instructor perceived by Jordanian English language instructors and learners?” In general, both groups believed all four questionnaire categories represented important qualities of an effective English teacher. Anyway, it is noticed that students assigned significantly higher means to each of these categories than teachers' means. Both of them believe that English teachers should be good at class management because of its positive effect on the teaching and learning process.

The qualities of effective English teachers were defined differently by students and teachers. The students perceived the category of personality and ethics as the most important quality, while the teachers perceived the category of academic and proficiency quality as the most important quality.

To contrast students' and teachers' perspectives towards the effective qualities of English teachers in detail, the (7) highest and lowest-rated questionnaire items for teachers and students were compared as shown in Table 4 and Table 5. Table 4 showed that all of the seven items that received the highest means from students were related to the categories of teacher's personality, class management, and methods and teaching. The students may consider the quality of the teacher's personality the most important category because it allows relations to make good relations with their teachers. On the other hand, teachers recorded the highest items associated with academic quality and English proficiency, pedagogical knowledge, and class management. The teachers believed that language competency offers rules to improve instruction that improves students' performance. Besides, they need language proficiency to teach the target language efficiently. Also, instructors in the universities do not like to depend on the textbook so they prefer to have reached the target language.

The finding agreed with Al-Mahrooqi et al. (2015), Badawood (2015), Huang (2015), Liando (2010) and Wichadee (2010) who found that there were similarities between students' and teachers' perspectives towards effective EFL teachers' qualities. Moreover, some studies showed significant differences between students' and teachers' views on the qualities of effective EFL teachers. Shishavan and Sadeghi (2009) found out that there were significant differences between teachers' and students' perspectives on some qualities of effective EFL teachers such as assigning homework, preparing a lesson plan, and knowledge of pedagogy.

D. Recommendation

The present study recommends EFL instructors apply the qualities of effective EFL teachers mentioned in the study in the process of teaching and learning English and other languages. Also, universities should conduct courses and workshops about the importance of those qualities in improving the teaching and learning process. Besides, further research can be conducted to collect more data from different and more participants about their points of view on the qualities of effective EFL teachers at different levels i.e. school level. Finally, the reasons for different perspectives regarding effective English teachers held by student and teacher participants should be investigated so the study encourages other researchers to carry out other studies in the future.

VI. CONCLUSION

The study aims at identifying the qualities of effective EFL instructors from the perspectives of English students and teachers. As the results of the study suggest, both students and teachers at Al-Balqa Applied University perceive teachers as effective, if the EFL instructors apply the most of qualities mentioned in the survey of study in the classroom. In general, the results showed that the students advocated ethics and personality, class management and discipline, academic quality, and English proficiency, and pedagogical knowledge and planning in order of importance. The teachers advocated academic quality and English proficiency, class management and discipline, pedagogical knowledge and planning and, ethics and personality. However, student participants do not prefer teachers who encourage students to answer questions even if they don't like to talk or who have new knowledge about the content and skills of preparing different plans, or who have loyalty and desire to teach. Moreover, student participants do not like those teachers who know how to evaluate the students, book the excellent students and failures, and are disciplined. Besides, EFL instructors who participated in this study found some traits as "ineffective". They perceive foreign language teachers who understand the financial conditions of the students, raise questions to all students without interruption while answering, and use appropriate extra materials as ineffective teachers. Furthermore, the teacher participants do not prefer teachers who use the most modern technology in teaching and accept criticism. Moreover, they like to be helpful to the students outside the classroom and they like to interrupt students' discussions.

APPENDIX. A QUESTIONNAIRE FOR SURVEYING THE CHARACTERISTICS OF A GOOD ENGLISH LANGUAGE INSTRUCTOR AS PERCEIVED BY AL-BALQA APPLIED UNIVERSITY (EFL) LEARNERS AND ENGLISH INSTRUCTORS (THE INSTRUCTOR'S AND STUDENT'S VERSION)

This questionnaire aimed at exploring the perspectives of English Jordanian students and instructors on the qualities of effective language instructors.

The researcher is grateful to you for your participation. He assures you of the confidentiality of your responses.

Please answer the following questions:

Section I: Background information

Name (Optional) _____

Gender _____

The name of the university _____

The level you study/ teach _____

Section II: indicate how important these qualities are by responding to the degree of the agreement so please encircle the relevant number on a scale of 1 to 5:

1. Strongly Agree
2. Agree
3. No Idea
4. Disagree
5. Strongly Disagree

The first domain: Academic quality & English proficiency					
The language teacher should:	Strongly Agree (1)	Agree (2)	No Idea (3)	Disagree (4)	Strongly Disagree (5)
have new knowledge about the content.					
prepare the lesson in a good way.					
control the content.					
be a good learner.					
speak and pronounce English well.					
read English well.					
write English well.					
have a large amount of English vocabulary.					
use English grammar in communication.					
be able to communicate well in English					
The second domain: pedagogical knowledge & planning					
The language teacher should:	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
verify the methods and the activities.					
know the motivators that affect students' learning.					
use different types of reinforcements.					
Take into account individual differences.					
know how to set objectives.					
introduce the lesson.					
make the lessons interesting.					
be skillful in producing and using instructional materials.					
give chances for students to be relaxed.					
raise the questions to all students without interruption while answering.					
use the most modern technology in teaching					
encourage students to answer questions even if they don't like to talk.					
know how to evaluate the students.					
be enthusiastic and creative in teaching.					
use appropriate extra materials.					
have the skills of preparing different plans (daily, semester, and annual).					
improve students' thinking skills.					
The third domain: ethics and personality					
The language teacher should:	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
be patient.					
understand the financial conditions of the students.					
be faithful and disciplined.					
have loyalty and a desire to teach.					
care of his appearance.					
be humble and optimistic.					
be afraid of Allah (God).					
accept the criticism.					
be aware of the social and cultural background of the learners.					
be helpful to the students outside the classroom.					
have democratic attitudes.					
be a human.					
encourage teamwork.					
have the characteristics of a successful leader.					
be the forgiver and flexible					

change student failure into success					
have a strong personality.					
be available for the students					
listen to the students.					
be fair while treating students.					
be friendly.					
The fourth domain: class management and discipline					
The language teacher should:	Strongly Agree	Agree	No Idea	Disagree	Strongly Disagree
warn students by using gestures.					
avoid verbal punishment.					
not interrupting students' discussion.					
use a notebook to book the students' behaviors.					
use several educational methods to discipline the class.					
be a good manager of time.					
be a good listener.					
book the excellent students and failures.					
clarify the instructions for the activities inside the class such as opening and closing the book, making the exercises, or using instructional aids.					

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2. MSc., TEFL, Amman Arab University for Graduate Studies, Jordan, 2002.
3. BSc., English language and literature, Jerash Private University, Jordan, 2000.

He has the following work experiences as follows:

1. Ministry of Education: English teacher in the Ministry of Education- Jordan (2000-2005).
2. King Saud University: Lecturer in Al-Majma'a Community College- English Department (2005-2008).
3. Albalqa Applied University:

- Lecturer in Al-Balqa Applied University- Ajloun University College- Basic sciences (2008-2009).
- Assistant professor in Al-Balqa Applied University- Ajloun University College- English Department (2009-2014).
- Associate professor in Al-Balqa Applied University- Ajloun University College- English Department (2014-2020).
- Professor in Al-Balqa Applied University- Ajloun University College- English Department (2021-till now).
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He participated in several conferences and conducted many projects. Besides, he published more than 40 previous publications in specialized journals indexed in the international database, for example:

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