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“Different Qualities of Effective EFL Teachers”

الصفات المختلفة الفعالة لمدرسي اللغة الانجليزية

By

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Dedication

Dedicated to my beloved late parents and to my wife and children who
sacrificed their weekends for the sake of my higher studies

Acknowledgments

Words cannot express how thankful I am to all my friends and colleagues for the support and guidance they gave me throughout the process of this research.

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Abstract

This research aimed to explore the different qualities of effective English teachers as perceived by secondary grades EFL teachers and students (9th-12th) from two Pakistani secondary schools located in different emirates of the U.A.E. Mixed method research design was utilized by the researcher for data collection. In the qualitative part, structured interviews were utilized for 20 EFL teachers and 10 students while for the non-participant classroom observations 10 interviewed EFL teachers were selected from the two schools. For the quantitative part, a five-point Likert scale questionnaire was administered to 180 secondary grades students in the two schools. Qualities of effective EFL teachers highlighted by EFL teachers and students were mainly in the context of their own language teaching and learning difficulties. EFL teachers maintained that apart from having command of the subject-matter knowledge, effective EFL teachers should also focus on improving students' communicative skills. Maintaining proper classroom discipline was also emphasized upon by EFL teachers. Students described effective EFL teachers as those who utilize different strategies to solve language difficulties of mixed-ability students. They emphasized on EFL teachers' own strong communicative skills as well as improving students' communicative competence. Students also mentioned classroom management as a basic requirement for effective EFL teachers. The outcomes of this research study suggest that there might be no prescribed set of rules which EFL teachers should follow for enhancing their teaching effectiveness. It also might not be possible for commonplace EFL teachers to equip themselves with all the different characteristics of effective EFL teachers mentioned in the research literature. The results of this research study further suggest that EFL teachers may enhance their teaching effectiveness by utilizing specific strategies for solving the learning difficulties of their students as well as understanding the specific context in which EFL teaching and learning take place.

ملخص

هذا البحث يهدف إلى استكشاف نوعيات مختلفة فعالة من معلمي اللغة الإنجليزية للمرحلة الثانوية وطلبة من الصفوف التاسع حتى الثاني عشر (9-12) من مدرستين باكستانيتين على مستوى الامارات المختلفة لدولة الامارات ، وتم استخدام اسلوب بحث مختلط من قبل الباحث من حيث جمع المعلومات .في الجزء النوعي ، حيث استخدمت المقابلات المنظمة ل 20 معلم لغة انجليزية و10 طلاب.أما بالنسبة لغير مشاركين فقد أخذت الملاحظات الصفية لعشر من الذين تم مقابلتهم من المختارين من المدرستين .أما النسبة للجزء الكمي، كان هناك 5 نقاط على مقياس ليكرت ل (180) طالب من الصفوف الثانوية المدرستين.

من الصفات الفعالة لمعلمي اللغة الإنجليزية أبرزها تم التركيز على معلمي وطلبة اللغة الانجليزية في سياق صعوبات تدريس اللغة وتعلمها .يجب علي معلمي اللغة الأجنبية أن يكونوا على دراية بالمادة وكيفية تحسين مهارات الطلاب الاتصالية .كما تم تنبيه المعلمين على انضباط الصف.

الطلبة يصنفون معلمي اللغة الانجليزية بأنهم الذين لديهم القدرة على معالجة صعوبات التعلم في اللغة وقياس القدرات المختلفة للطلبة .علما بأن معلمي اللغة ركزوا على مهارات الإتصال بينهم وبين الطلبة .أشار الطلاب أن إدارة الصفوف الدراسية شرط أساسي لنجاح معلمي اللغة الانجليزية.

تشير نتائج الدراسة البحثية بأنه قد لا تكون هناك قواعد متبعة لتعزيز فعالية تدريس المعلمين للمادة .كما أنه قد لا يكون من الممكن لمعلمي اللغة الإنجليزية كلغة أجنبية شائعة لتجهيز أنفسهم مع كل الخصائص الفعالة لمعلمي اللغة الأجنبية المذكورة في البحوث الأدبية.

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CHAPTER ONE

INTRODUCTION

An overview of the chapter:

Chapter 1 introduces the topic of the present research study which relates to exploring the basic characteristics of effective EFL teachers. The research topic is then introduced to the reader in the background of previous research studies. This chapter also highlights the gap in available research literature related to defining the basic characteristics of effective EFL teachers. Furthermore, the need for additional research studies in the context of the present research topic is also highlighted in this chapter. Lastly, this chapter also highlights the importance of the present study in the context of EFL teachers and students from two Pakistani secondary schools, followed by research questions for this exploratory study.

1.1 The concept of effective EFL teaching and learning:

During the last five decades, numerous educational researchers responsible for teacher development have attempted to establish criteria for evaluating the concept of effective teaching and learning. While there is lack of agreement regarding which specific teachers' characteristics constitute effective teaching, researchers at least agree on some dimensions that describe effective teaching in general regardless of the subject matter. Not much research work has been conducted concerning discipline-specific teaching qualities and attitudes of teachers (Brosh 1996; Schulz 2000). The reason is that every teaching and learning situation is context specific and because most of the educational disciplines differ from one another in terms of utilizing different teaching techniques for different content and subject-matter.

According to Borg (2006) the concept of a language teacher is not a uniform phenomenon, and contextual factors may ultimately determine how this idea is conceptualized. For this reason, understanding what it means to be a language teacher in particular teaching and learning contexts is of central concern for language teacher education. EFL (English as a foreign language) teaching and learning is one discipline which requires specific professional characteristics for teachers for enhancing their teaching effectiveness.

EFL teaching and learning means teaching and learning of English language by non-native speakers in countries and places where English is not the local language of communication, neither in the community nor in the schools (Harmer 2007). EFL teaching and learning is more challenging for both teachers and students because they fulfil their teaching and learning endeavours within the boundary walls of the specific educational institution in which EFL teaching and learning is exercised. Additionally, under such circumstances language learners have less or no exposure to the target language outside the school setting. Therefore, it becomes extremely important to evaluate EFL teachers' effectiveness in the context of their specific professional characteristics and the role of the environment in which EFL teaching and learning is exercised.

Throughout this research paper 'EFL teachers', 'English teachers' and 'Language teachers' are used interchangeably in order to avoid repetition of either of these terms.

1.2 Statement of the Problem:

Most of the available research studies related to characteristics of effective EFL teachers describe an effective EFL teacher in a general way, mostly having command of the subject-matter knowledge of EFL teaching along with a few personal qualities which are considered necessary for language teaching. Also, an important aspect of EFL teaching and learning is the context and environment of a specific place and locality in which language teaching and learning is practiced, has not been focused much by educational researchers.

Bell (2005) highlights the same gap in the research literature related to specific characteristics of EFL teachers and argues that the only available standards that are related to evaluating foreign language teaching require the language teacher to be able to use the foreign language proficiently and to have knowledge and awareness for teaching the culture of the target language. EFL teachers' distinct teaching characteristics under specific contexts and circumstances have not been sufficiently analyzed.

Brosh (1996) highlights the importance of exploring the basic qualities of effective EFL teachers and maintains that so far many studies are conducted relating to the characteristics of effective teachers in general education, but there is a dearth of studies in the research literature about the basic attributes of effective EFL teachers. Borg (2006) also agrees with the idea that insufficient work in the research literature has been conducted which focuses on language teachers' distinct professional qualities. In the same context the purpose of this research study is to fill the gap of evaluating and identifying the importance of specific characteristics of EFL teachers teaching under specific conditions and circumstances.

1.3 Purpose of the Study:

The main purpose of this research study is to explore different characteristics of effective EFL teachers as perceived by EFL teachers and secondary level (9th-12th) students from two Pakistani secondary schools in different emirates of the U.A.E. In order to analyze and understand the whole idea of the basic qualities of effective language teachers, a research study is being conducted in which both EFL teachers and students would express their opinions and perception about the current research topic. In this way the researcher can compare and contrast the viewpoints of both EFL teachers and students for qualities which they perceive to be necessary for effective English teachers.

Both groups of the research participants would take part in the mixed method of research study involving both qualitative and quantitative data collection. While further narrowing the focus of this exploratory study, it can be referred to as exploratory sequential mixed method design. This type of research study is "A design in which the researcher first begins by exploring with qualitative data and analysis and then uses the findings in a second quantitative phase" (Creswell 2014, p. 226).

The basic purpose of choosing exploratory sequential mixed method is to first collect qualitative research data from the participants in the form of EFL teachers' and students' structured interviews followed by classroom observation of EFL teachers and students. After obtaining and analyzing the results from the first phase of qualitative data, the researcher would administer a questionnaire in the second phase, for quantitative part of this research study.

1.4 Context of the present research study:

As mentioned above the present research study is conducted in the context of two Pakistani secondary schools in U.A.E whose EFL teachers and secondary level students (9th-12th) are participating in this research study. The outcomes of this research study would facilitate both EFL teachers and students from the two Pakistani secondary schools in their teaching and learning endeavours. It would be interesting to explore the response of language teachers and students in the backdrop of their specific language teaching and learning objectives as well the specific context and environment of the two Pakistani schools.

By including research data from both EFL teachers and students in the present research study will highlight specific characteristics of effective language teachers in the context of the two schools. In this way a better understanding of the concept of effective EFL teaching and learning could be achieved through EFL teachers' and students' views points and opinions.

Moreover, it is also important to note that the two Pakistani secondary schools follow a specific syllabus for all disciplines, including the specific syllabus for English. Students from grade (9th- 12th) appear in the annual examination which is conducted through FBISE (Federal Board of Intermediate and Secondary Education), a federal governing organization present in Pakistan. This research study would also highlight the difficulties faced by EFL teachers in Pakistani schools in preparing students for the annual Board examination as well as searching for strategies in solving students' numerous language difficulties.

1.5 Research Questions:

In the backdrop of the researcher's interest in exploring specific characteristics of effective EFL teachers and attempting to address the gap in the available research literature, the current study aims to seek answers to the following research questions:

- i.** What are the different professional characteristics of effective EFL teachers as perceived by secondary EFL teachers and students?
- ii.** How far do secondary students agree about the different professional characteristics of effective EFL teachers?
- iii.** To what extent do EFL teachers and students (9th-12th) from two Pakistani secondary schools converge or diverge in their perceptions of the different professional characteristics of effective EFL teachers?

CHAPTER TWO

THE LITERATURE REVIEW

An overview of the chapter:

In Chapter 1 the idea of effective EFL teaching and learning was discussed in light of the available research studies and the need for further research studies in view of the insufficient research findings about the idea of different characteristics for effective language teachers, teaching under different conditions and environments. It was also noted that there was also deficiency of research studies in the context of Pakistani EFL teachers and students and the difficulties both English teachers and students faced in their language teaching and learning process.

In Chapter 2 'The literature review' research studies by prominent authors and educational researchers are critically analyzed in relation to defining and explaining effective EFL teaching and learning. Previous research studies which advocate different qualities for effective language teachers are also be discussed critically. The purpose of mentioning previous research studies which highlight different qualities of English teachers should not convey the presupposition that a commonplace language teacher should possess all those different qualities. Rather, the purpose is to address the research gap by exploring and analyzing the importance of specific professional qualities required by EFL teachers teaching under specific conditions of specific educational institutions.

Lastly, this chapter also analyzes EFL teaching and learning in the context of two Pakistani secondary schools in U.A.E. The challenges English teachers and students face in the specific environment of the two schools, along with English teachers' professional imperfections which could have vital impact on their teaching effectiveness, are also mentioned in this chapter.

2.1 Distinctiveness of an effective EFL teacher:

Teachers from different educational disciplines teach according to the particular requirements of their students and the subject matter. In this context, it is important to note that evaluating the effectiveness of EFL teachers is different from analyzing teachers' effectiveness in other fields of education. Some characteristics of effective teachers are universal, but others are domain-specific. In the same way, there are certain characteristics and requirements which EFL teachers could take care of in order to be effective in their EFL pedagogy.

In a research study, Borg (2006) investigated the distinctive qualities of English language teachers through personal interactions and discussions with the participants of his research study. The study examined whether English teachers were different from teachers of other disciplines. To achieve this target, 200 practising teachers were selected from different subject areas including mathematics, history, science, chemistry and EFL teaching. The findings of this research study clearly revealed that language teachers are different from

teachers of other educational disciplines due to the distinct nature of EFL teaching and learning. Furthermore, Borg (2003, p.81) concludes in another research study that:

“Teachers are active, thinking decision-makers who make instructional choices by drawing on complex practically-oriented, personalized, and context-sensitive networks of knowledge, thoughts, and beliefs.”

Borg seems to suggest that the concept of effective EFL teachers can best be explained with reference to the perceptions of different groups of learners and in the context of particular educational settings. Language teachers’ distinctiveness is a socially constructed phenomenon that may be defined in various ways and in different contexts. By this he gives the impression that the domain of English language teaching requires EFL teachers to be sensitive towards numerous other factors than merely teaching the subject matter, factors relate to both inside as well as outside the English language teaching and learning classroom.

2.2 Importance of the study for Pakistani EFL teachers and students:

The basic purpose of this research study was to know about the views and opinions of both EFL teachers and students from two Pakistani high schools in U.A.E about different attributes of effective EFL teachers. There was also lack of research studies related to the present research topic in the context of Pakistani EFL teachers and students. The present research study would be useful to both Pakistani EFL teachers and students in their own spheres.

In this regard, Borg (2006) maintains that there is a critical need to better understand how specific groups of language learners from a particular institution and in a specific socio-cultural context characterize effective language teachers. Following Borg’s viewpoint, the present study attempted to discuss EFL teacher’s effectiveness as perceived by secondary (grade 9th-12th) EFL teachers and students from two Pakistani secondary schools in different emirates of U.A.E. This would also highlight convergence as well as divergence in opinions and viewpoints of EFL teachers and students about different qualities of effective language teachers. Ultimately, discussion of the research topic would be of benefit to both EFL teachers and students.

- In the following part of the literature review, both qualitative and quantitative research studies from previous research literature is critically analyzed which advocate different professional characteristics for effective EFL teachers.

2.3 Professional qualities of effective EFL teachers:

EFL teaching and learning cannot be uniform due to the changing teaching and learning requirements of different places and environments. It is also important to note that all the different professional qualities of effective EFL teachers mentioned in the different research studies cannot be found in a common EFL teacher. The reason is that every educational institution and place has a specific environment and the learning needs of one group of learners are different from another group of learners. It has been argued that:

“Any language pedagogy, to be relevant, must be sensitive to a particular group of teachers teaching a particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular socio cultural milieu” (Kumaravedivelu 2003, p. 34).

Moreover, there is no denying the fact that to live up to the numerous ideals of effective EFL teachers mentioned by different research studies, is not only impractical but also difficult for most of the EFL teachers to acquire. Still, it is important to mention different research studies with their outcomes, in the context of highlighting different characteristics of effective EFL teachers.

2.3.1 Subject-matter knowledge of an effective EFL teacher:

An important requirement for effective EFL teachers is mastery and command of the subject-matter. Vélez-Rendón (2002) defined the subject matter knowledge as what teachers know about what they teach. He further asserts that subject matter knowledge in foreign language education refers to the target language proficiency which EFL teachers need to possess in order to be effective. Indeed, foreign language proficiency has been considered a crucial variable necessary to EFL teaching (Buchman 1984; Lafayette 1993; Schulz 2000). Previous research literature suggests that command of the subject matter grants the EFL teachers to gain confidence and impart their skills and knowledge of the target language to the students.

Brosh (1996) identified the characteristics of effective EFL teachers as perceived by high school teachers and students in Israel with interviews and a questionnaire consisting of 20 items of teacher characteristics. Both teachers and students attributed the highest importance to items regarding command of the target language and teaching comprehensibly, whereas neither the teachers nor the students endorsed items regarding positive attitudes toward native speakers and teaching in the target language. About EFL teacher's subject-matter knowledge, Brosh seems to suggest that language teachers' confidence is dependent upon their own level of language proficiency. He further highlights that the more EFL teachers are fluent while communicating in target language and having proficiency of the subject-matter knowledge of target language, the better language teachers would be equipped for effective EFL teaching.

Similarly, discussing the same concept other research studies (Buchmann 1984; Park and Lee 2006) also highlight that command of foreign language teaching provides teachers the linguistic freedom necessary to personalise lessons according to students' proficiency levels

and learning styles. Research literature suggests that teachers' command of the subject-matter knowledge of EFL teaching enables them to personalize lessons according to students' level of competence and abilities.

2.3.2 Pedagogical knowledge of an effective EFL teacher:

Shulman (1987) defines pedagogical knowledge as including ideas, concepts, explanations and demonstrations utilized by teachers to present the subject matter knowledge in a comprehensible way to the students. Shulman seems to suggest that students need to be taught by teachers who know the art of teaching effectively through their distinct pedagogical skills according to the requirements of their own teaching domains. In the context of EFL teaching and learning, it might be necessary for language teachers to possess pedagogical skills of EFL teaching and having awareness of students' prior conceptions, misconceptions, viewpoints and their specific strategies for language learning.

Vélez-Rendón (2002) defines pedagogical knowledge as what teachers know about teaching their subjects. He also claims that without pedagogical knowledge teachers cannot impart their knowledge and skills to their learners. He further seems to propose that EFL pedagogy requires the language teachers not merely to have subject-matter knowledge and experience of language teaching but also to be innovative and improvising in their teaching strategies and respond promptly to the requirements of different students in different places.

Pedagogical knowledge requires language teachers to explain, clarify and to motivate students of varying abilities through differentiated instruction and improving their own professional preparedness (Arikan et al. 2008; Aydın et al. 2009; Borg 2006; Brosh 1996; Shulman 1987). The basic theme of these research studies is that as EFL learners mostly rely on their teachers for learning of the target language, therefore, pedagogical knowledge of the EFL teachers may assume more importance for both English teachers and learners. It is through pedagogical knowledge that EFL teachers could effectively utilize the classroom setting for maximum language outcomes by the students.

2.3.3 Socio-Affective skills of effective EFL teachers:

Another vital aspect of effective EFL teaching and learning is the socio-affective characteristic of the language teachers. Borg (2006) explains EFL teachers' socio-affective skills as the relationship among EFL teachers and learners. According to his study, socio-affective skills enable teachers to establish better rapport with students as well as maintaining an effective learning. On the basis of his research study, Borg gives the impression that EFL language teachers ought to know the importance of maintaining interaction with students in order to encourage them to discuss their language progress and difficulties.

The significance of the EFL teacher's socio-affective skills have been recognized in many areas in foreign language teaching and learning research, such as foreign language acquisition theories (Krashen 1985; McLaughlin 1987), motivation (Dornyei 1998) and

language learning strategies (Oxford 1990). The common theme of these research studies is that EFL learners can successfully accomplish their aim of learning a new language in the presence of an atmosphere in which they feel encouraged and supported at every stage of their language learning process. English teachers' socio-affective skills boost learners' self-confidence to interact in the target language without the fear of committing errors or being ridiculed in the classroom setting.

2.3.4 Personal qualities of effective EFL teachers:

Professionals working in different fields are essentially affected by their personal characteristics in their working environment. This could be relevant to EFL teachers whose personality characteristics are an essential part of their EFL pedagogy. In addition to subject-matter and pedagogical knowledge, EFL teachers might need some essential personal characteristics in order to teach their students effectively and to be successful in their teaching profession.

Effective language teachers have been described in research literature as not only having expert competence in the target language but also possessing certain personal qualities such as being warm, sensitive and tolerant towards students (Vadillio 1999). Vadillio gives the impression that personal characteristics of English teachers are an important aspect of effective EFL teaching and learning. Pleasant personality traits require the EFL teachers to be enthusiastic about students' language progress and providing their support and feedback to the students at different stages of their learning.

At the end of his research study, Borg (2006) contends that enthusiasm is an essential characteristic for EFL teachers in order to increase learners' motivation in learning a new language. Borg seems to suggest that EFL learners need to be taught by language teachers who are interactive with the learners and provide them with crucial help and support at difficult stages of their language learning. Such qualities of the EFL teachers encourage learners to discuss their various learning difficulties with their teachers without hesitation.

- In the previous section, past research studies were discussed in the context of different characteristics of effective EFL teachers. In the following section, viewpoints of educational researchers are analyzed who believe that apart from having all the different professional and personal characteristics, EFL teachers also know need to know how manage their classrooms and maintain proper discipline in their classrooms.

2.4 Classroom management and discipline in an EFL classroom:

Classroom management is a key issue in EFL classes and is one of the biggest challenges language teachers face while they teach (Linse & Nunan 2005). On the one hand, language teachers strive to be a kind and friendly to encourage fruitful communication in the classroom (Williams & Burden 1997). On the other hand, in order for the instruction to take place, the teacher should maintain order to manage language activities most effectively.

Therefore, it may not be easy for language teachers to create a balance between these two, that is, a caring environment and a controlled one.

In the same context, Janowski (1995) also highlights the necessity for maintaining proper discipline in the class and maintains that British and American research studies conducted before 1960 show that children do not appreciate teachers who show favouritism, and punish students to keep discipline. However, that same research also shows that teachers should not only be patient, honest and friendly but should also be able to keep order in the class.

As mentioned before, EFL teaching and learning is a distinct educational field in which a language class is composed of numerous communicative activities which require students' active participation. These teaching and learning activities encourage noise, initiative, and disorder and therefore, if the class is not managed effectively by the teacher, there is the risk of disorder and disruptive behaviour by the students. In the same context Yi (2006 p. 132) observes that "Students usually have more opportunities in an EFL class than classes of other subjects to speak, to talk, to read loud or even to argue with each other". Too much noise in the classroom intervenes with cognitive processing of information and minimizes learning outcome and motivation.

Butler (2011) also maintains that many students associate the noise produced by group work with a lack of classroom management skill on teacher's side and this raises doubt about the value of language learning activity or teacher's ability to manage and direct learning and thus some students may fail to participate in class activities. Therefore, it depends on how the language teacher effectively engages the class without letting the students to disrupt the smooth process of teaching and learning.

- In the following section, research studies by prominent educational researchers are included whose main theme is to discuss EFL teachers' self-efficacy and utilizing different strategies for effective EFL teaching and learning.

2.5.1 EFL teachers' and students' views about effective EFL teaching:

Bandura (1977) affirms that teachers' perceptions of their self-efficacy play an important role in their decision making in the classroom. It is also a source of their personal assessment for their professional capabilities which ultimately affect students' learning outcomes. It is on the basis of the assessment of their self-efficacy that teachers modify their teaching strategies from time to time in accordance with the requirements of different groups of students.

EFL teachers' perceptions of their self-efficacy also require them to show more flexibility towards the students' concerns than sticking to the curriculum (Hall, Strangman & Meyer 2009). It is extremely important to explore the viewpoints of EFL teachers about their perceptions of EFL teachers' effectiveness. Exploring the viewpoints of English teachers would help them to revisit their teaching strategies, especially in light of the opinions and teaching beliefs of their fellow language teachers.

Likewise, it is also important to explore the perceptions of learners in the context of their different ideals of effective EFL teachers. Horwitz (1987) warns about the dangers of ignoring students' beliefs about language teaching and learning and asserts that when language classes fail to meet students' expectations, they lose confidence in the instructional approach and their ultimate achievement is limited. Horwitz seems to suggest that students' beliefs about effective language teachers would help language teachers to know about the expectations of their students. As a result, both EFL teachers and learners would know one another's viewpoints and understand the idea of effective EFL teaching and learning in a new perspective.

Pajares (1992) clearly points out that methodologies utilized by teachers are a reflection of how they conceptualize effective teaching and their perceptions of effective teaching usually lead to their actions in the classroom. EFL teachers' viewpoints about the idea of effective language teachers are essentially to be investigated in order to observe whether language teachers follow the same strategies which they consider as essential for effective EFL teaching and learning, in their own classrooms.

2.5.2 Role of reflections by EFL teachers:

Post-method pedagogy is fairly relevant while discussing different aspects of effective EFL teaching and learning because it signifies teacher autonomy in which EFL teachers can conduct different classroom activities in light of their personal reflections and everyday experiences as well as according to the needs of the students. Kumaravadivelu (2003, p. 33) advocates the role of EFL teacher's reflections through his idea of post-method pedagogy about which he maintains:

"It also promotes the ability of teachers to know how to develop a critical approach in order to self observe, self-analyze, and self-evaluate their own teaching practice with a view to effecting desired changes."

Post-method pedagogy signifies a search for alternative strategies for effective EFL teaching rather than advocating an alternative conventional method of EFL pedagogy. He contends that post-method condition allows teachers to devise theories of EFL teaching and learning in light of their personal reflections. Post-method pedagogy recognizes EFL teachers' ability to teach through personal reflections and to act autonomously within the academic and administrative constraints imposed by their educational institutions (Kumaravedivelu 2003, 2006). He further explains that post-method language teaching enables EFL teachers to generate location-specific, classroom-oriented innovative strategies for achieving genuine teaching and learning effectiveness.

2.5.3 EFL teachers' cognition about effective EFL teaching and learning:

Borg (2006) defines language teacher's cognition as the study of what teachers think, know and believe about EFL teaching and learning. He further argues that teachers' beliefs are derived from their prior experiences, school practices and from their individual personalities. EFL teachers' cognition means that their views are shaped by students'

language learning needs, requirements of the syllabus and their prior teaching experience. This knowledge may change over time as EFL teachers interact with students and attain their feedback for further improving in their EFL pedagogy.

Burns (1996) also asserts that one consideration in research literature about teachers' beliefs is the social and institutional context in which teaching is practised. By this assertion Burns seems to suggest that the process of teaching is affected by the surrounding social environment in which EFL teaching and learning take place as well as by different requirements of different educational institutions. Language teaching and learning is also enormously affected by the religious and social beliefs of different places and geographical locations where EFL pedagogy is practiced, thereby, cautioning the language teacher to be mindful of all different aspects of EFL teaching and learning. Burns also gives the impression that the language teachers must be in harmony with the social, political, cultural and religious constraints of the specific locality in which language teaching and learning take place.

Borg (1999, p. 22) also suggests that "EFL teacher's cognition consists of a set of personally-defined practically oriented understanding of teaching and learning which exert significant influence on instructional decisions." Research literature with reference to effective EFL teaching and learning suggests that the language teachers should not strictly follow the usual lesson plans. Instead, they should comprehend and recognize which teaching strategies are more effective than others and what works and what does not, for achieving the overall goal of effective EFL teaching and learning. In a situation when an unexpected issue or question arises during a lesson, teacher may depart from the lesson plan to deal with it if it is perceived to be of general relevance to the whole class.

2.5.4 Learners' autonomy for achieving effective EFL teaching and learning:

Previous research literature suggests that the key to effective EFL learning requires granting autonomy to EFL learners. Holec (1981) defines learners' autonomy as the ability to take charge of one's learning as well as having responsibility for decisions which learners take concerning different aspects of their learning process. In the context of EFL teaching and learning the concept of learners' autonomy is fairly relevant where the learners need to be encouraged and granted confidence for learning the target language more independently.

Vygotsky's (1978) Socio-cultural theory (SCT) of human learning is most relevant in granting genuine autonomy to learners in the domain of EFL teaching and learning. Vygotsky describes learning as a social process and visibly points out that social interaction plays a fundamental role in the development of an individual's cognition. In this context, he refers to the concept of 'scaffolding' and 'cooperative learning' (1978), an individual's ability for independent problem solving under the guidance and support of an adult in the shape of a teacher or a more capable classmate.

EFL teachers need to utilize strategies for effective dissemination of EFL teaching and learning (McLaughlin 1978, 1987, 1992). McLaughlin believes that learners beyond their

critical age can also learn a new language most effectively if they receive proper guidance and supervision in relation to language learning. He also points out that EFL teachers may even refer to students' first language for the better understanding of average learners. McLaughlin's assertion seems to suggest that students with varying learning abilities could be formed into groups for completing different vocabulary exercises. This might also suggest that students could be assigned to identify common vocabulary words and expressions between the students' first language and the target language. In this way, students might feel more interested in learning different aspects of the second language which have less or more congruence with their first language.

2.5.5 Motivating students for language learning:

Krashen (2013) asserts through his concept of 'Affective Filter Hypothesis' that the affective filter which helps in learning a language, opens or closes according to mood of the learners. That is, if learners are relaxed and have a pleasant learning environment, more input will reach their LAD 'language acquisition device' (Chomsky 1965), part of the brain responsible for language learning and acquisition. Therefore, it might be necessary for the EFL teachers to provide a stress-free classroom environment to the students and motivating students to learn the target language without any fear.

Guilloteaux & Dörnyei (2008) contend that motivation provides the basic momentum to initiate second or foreign language learning and later the driving force to sustain the long and often tiring learning process. In the context of EFL teaching and learning, it is the EFL teacher's responsibility to inspire and motivate the students in learning the target language. The role of classroom dynamics and the learning environment are crucial for students' motivation as well as for second /foreign language acquisition in formal contexts (Clément, Dörnyei & Noels 1994; Gardner 1985, 2007).

These studies highlight the point that EFL teaching and learning require English teachers to be innovative and present EFL teaching and learning materials to the students in an interesting way. Effective language teachers could devise classroom activities through which less confident and shy students also find an opportunity to express themselves and feel themselves an equally important part of the classroom.

2.5.6 Understanding students' psychology in language learning:

Understanding students' psychology is an important part of EFL teaching and learning. EFL teachers could know how different age group students learn in the context of language learning. In this regard the research study conducted by Piaget (1952) highlights the importance of understanding the different stages of children's learning psychology and their cognitive development.

Wadsworth (1989) explains that Piaget's theory is one of the most often used theories to explain how children learn and develop their thought process. Piaget believed that children adapt to the world around them. Wadsworth seems to suggest that EFL teachers also need

to know about an important aspect of Piaget's theories of cognitive development called 'constructivism' which focuses on the learners' active participation in constructing meaning rather than passive gaining of reading and composition skills.

Piaget (1952) divided children cognitive development into four periods: sensor-motor, pre-operational, concrete-operational, and formal-operational. He also discussed the three stages of a child's learning process which include assimilation, accommodation and equilibration. All the different stages of cognitive development referred to by Piaget point at children mental growth and development and how children learn new ideas through personal observations and through their interactions with teachers and other classmates.

'Constructivism' is not a theory about teaching, but a theory about knowledge and learning. Children's understanding of the world is the result of their involvement and interactions (Piaget 1962). The constructivist viewpoint rests on the assumption that children mentally construct knowledge through reflection on their personal experiences. EFL teachers could help their students to learn the target language through personal experiences and reflections and encourage the students to learn language independently.

- In the previous section research studies by prominent educational researchers were included relating to EFL teachers' self-efficacy and the different strategies recommended by educational researchers. In the following last section of this chapter, the specific context of the two Pakistani secondary schools is discussed in light of the relevant research literature. Also, some of the difficulties faced by EFL teachers and students in the two Pakistani schools are also mentioned in this section.

2.6 Professional deficiencies of EFL teachers in Pakistani schools:

There are certain common imperfections and challenges faced by EFL teachers in the context of Pakistani schools. These imperfections are mainly related to EFL teachers' lack of relevant professional training for effective language teaching and learning. Pakistani schools' EFL teachers' effectiveness is also compromised due to the vital flaws in Pakistan's educational system of which the Pakistani overseas schools are a part. The different kinds of professional imperfections and difficulties faced by Pakistani schools' language teachers are mentioned below.

2.6.1 Students' underprivileged family background:

In the context of Pakistani schools in U.A.E there is a specific environment and conditions in which EFL teaching and learning take place. Although these schools are English medium, still most students' competence in spoken English is not satisfactory because mostly the students come from underprivileged family backgrounds. Under such circumstances it becomes fairly difficult for EFL teachers to deal with such students' language complications as well as taking care of their overall academic progress.

Research studies confirm that under circumstances when parents are uneducated, the children do not receive any assistance from their parents and their home learning is greatly affected. Researchers agree that rates of parental involvement are lower in low-income communities than in higher income schools (Abrams & Gibbs 2002; Epstein 1995; Kellam et al. 1998; Lareau 2000). Students from Pakistani schools either speak Urdu or their different regional languages at their homes because mostly their parents are uneducated and they do not encourage their children to interact in English.

2.6.2 Students' poor performance in all aspects of English language:

About the context of Pakistani EFL teachers, Coleman (2010) maintains that they tend to teach English language through the medium of Urdu because either their own competence in English is poor or because the students face difficulty in understanding English. One of the purposes of this research study is also to investigate and know the reason for students' poor performance in spoken English.

Answer to this question will highlight the point whether students' poor performance in spoken English is due to the incompetence of EFL teachers or the students and their family backgrounds have a negative effect on the students' poor English spoken skills. It will also be interesting to see how both EFL teachers and students describe the qualities of effective EFL teachers in the context of Pakistani schools where students have numerous language difficulties.

About the response of Pakistani students to English language, Shamim (1996) reports that when she attempted to teach her students while applying the communicative language teaching, she faced a great deal of negative response from her students. Such response by the students made her "terribly exhausted" and led her to realize that through this methodology, she was basically "creating psychological barriers to learning" (p. 109). More or less the same kind of response can be noticed in the context of most students from Pakistani schools in U.A.E. As EFL teacher in one of the two Pakistani schools which are part of this research study, the researcher has observed that most of the students do not interact among themselves or with the teachers in English.

2.6.3 The task of completing the Pakistani Federal Board Examination syllabi:

In the context of the two Pakistani secondary schools in U.A.E. the EFL teachers are expected to complete the syllabi prescribed by FBISE (Federal Board of Intermediate and Secondary Education) Islamabad, Pakistan. This is the governing body which sets rules and regulations for annual examinations of grade 9th to grade 12th for all Pakistani high schools, both within the country as well as overseas Pakistani schools.

Coleman (2010) believes that it is widely recognised that the primary function of teaching English in schools in Pakistan is to prepare pupils for examinations. Passing examinations in English then opens doors to higher levels of learning and to employment opportunities. Pakistani schools located in the U.A.E. follow specific syllabi for all disciplines,

recommended by FBISE. Therefore, it becomes very difficult for the language teachers to save some time for additional language teaching and learning activities. EFL teachers' primary objective is to prepare students for the annual Board examination due to which students' crucial language skills are ignored.

2.6.4 English teachers' insufficient professional training:

Teachers' professional training means that they experience a vast range of activities that increase their knowledge and skills, improve their teaching practice and contribute to their personal, social, and emotional growth (Cohen, McLaughlin & Talbert 1993). One common imperfection of EFL teachers in Pakistani schools is that most of them do not have specific professional training of EFL teaching and learning. Research studies suggest that specific professional training related to language teaching and learning enables the EFL teachers to effectively solve students' diverse language difficulties and complications through their effective teaching and learning strategies.

Professional training is the basic requirement for any kind of teaching and learning activity. Professional development can succeed only in settings or contexts which support it. The most critical part of this support must come from administrators (McLaughlin & Marsh 1978). In the context of the two Pakistani secondary schools also the administrators could ensure that the EFL teachers teaching in these schools receive specific professional training of EFL teaching and learning.

CHAPTER THREE

THE METHODOLOGY

An overview of the chapter:

Chapter 2 'The literature review' of this research study dealt with research studies of eminent authors related to the topic of effective EFL teachers and their essential skills. Previous research studies which recommended different qualities of effective EFL teachers were critically analyzed. Lastly, the specific EFL teaching and learning environment of two Pakistani schools was discussed and its implications on Pakistani schools' EFL teachers and students.

Chapter 3 'The Methodology' of this dissertation provides details of the specific mixed method research design which was utilized by the researcher. This chapter presents details of the methodology for the first phase of qualitative data collection followed by the second phase quantitative data collection. Different research tools, through which data was collected, are also discussed in this chapter along with the rationale for employing those specific data collection tools. This chapter also provides necessary information about the research participants and the time schedule, according to which research data was collected from them through different research tools. Finally, how different data collection tools were further improved along with how ethical issues were addressed, are also discussed in this chapter.

3.1 Rationale for choosing Mixed method for data collection:

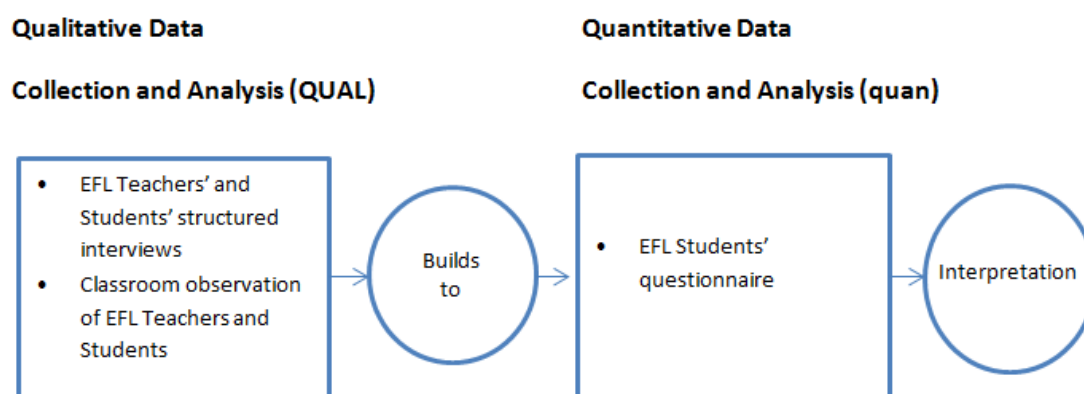
The present research study was conducted utilizing a mixed method approach to data collection. It is a comparatively new approach to research in the social and human sciences which mainly emerged in the late 1980s and early 1990s. A mixed method of research investigation involves the integration of both quantitative and qualitative data in the design analysis through merging, connecting or embedding the research data.

According to Creswell (2014) a mixed method approach to research is a form of research study in which an inquiry is conducted by involving both quantitative and qualitative methods for data collection in response to research questions or research hypotheses. As mentioned in Chapter 1, exploratory sequential mixed method was utilized by the researcher for collecting research data from the participants.

The first phase of this research study was the qualitative exploration of the research topic, utilizing structured interviews followed by classroom observations of the research participants, at the research site of two Pakistani secondary schools in two different emirates of U.A.E. From the initial exploration of the research topic, the qualitative findings were further utilized to develop a questionnaire which was then administered to a large quantitative sample of 180 secondary level students (9th-12th) from the two schools. Presented below is the visual model (Creswell 2014) for the present research study:

Exploratory Sequential Mixed Methods

(Research Design for the Present Study)



It is also important to remind the reader of the following research questions of the present research study which the researcher investigated and attempted to find answers to. Following were the research questions for this research study:

- i. What are the different professional characteristics of effective EFL teachers as perceived by secondary EFL teachers and students?**
- ii. How far do secondary students agree about the different professional characteristics of effective EFL teachers?**
- iii. To what extent do EFL teachers and students (9th-12th) from two Pakistani secondary schools converge or diverge in their perceptions of the different professional characteristics of effective EFL teachers?**

3.2 Qualitative part of the research study:

The qualitative research paradigm has its roots in cultural anthropology and American sociology (Kirk & Miller 1986). It has recently been adopted by educational researchers (Borg & Gall 1989). Marshall and Rossman (1989) contend that through qualitative investigation, the researcher enters the informants' world and through ongoing interaction, seeks the informants' perspectives and meanings. In the same way, the researcher explored the viewpoints of EFL teachers and students about the research topic through qualitative interviews and classroom observations (see Appendix A, C and E).

3.2.1 Rationale for EFL teachers' and students' structured interviews:

Bell (2005) explains that a structured interview has a set of questions whose answers can easily be recorded, summarized and analyzed by the interviewer. The purpose for selecting the structured interviews by the researcher was to judge the response of both EFL students and EFL teachers to the same set of questions in their individual interviews.

For presenting the content of this research topic in a more comprehensive way, the qualitative data collection tool of structured interview (see Appendix A and C) was an appropriate choice through which EFL teachers' and students' viewpoints could be effectively highlighted. Both open-ended and close-ended questions were included in the structured interviews which were responded to by both EFL teachers and students, enabling the participants to fully express their views about the research topic.

3.2.2 Participants and data collection procedure for structured interviews:

The first group of participants for structured interviews consisted of 10 EFL teachers (5 male and 5 female) from 'Secondary School No. 1' and 10 EFL teachers (also 5 male and 5 female) from 'Secondary School No. 2'. All the participating EFL teachers taught grade (9th- 12th) students in both schools. They were purposefully selected by the researcher to first ensure equal participation of both male and female teachers from both schools. Secondly, the researcher purposefully selected secondary level English teachers who taught grade (9th-12th) in both schools, in order to analyze the research topic according to the viewpoints and perceptions of secondary level language teachers.

The same data collection tool of structured interviews (see Appendix C) was also utilized for 10 students, 5 male students from 'Secondary School No. 1' and 5 female students from 'High School No. 2'. For EFL students' interviews boys were purposefully selected from grade (9th- 12th) in 'Secondary School No.1' while also purposefully selecting girls from grade (9th- 12th) in 'Secondary School No.2'. The purposeful selection of male and female students for the interviews was to ensure both male and female participation in the research investigation. Purposeful selection of secondary grades students was also to analyze the research topic in light of secondary level students' perceptions and viewpoints about the research topic.

10 EFL teachers were interviewed on (11-10-2015) and (12-10-2015) in 'Secondary School No. 1' while those of 10 EFL teachers from 'High School No. 2' were conducted on (14-10-2015) and (15-10-2015) respectively. Maximum time for each teacher's interview was 25 to 30 minutes; conducting interviews of 10 teachers took about 5 hours of interviewing by the researcher for 2 days in 'Secondary School No. 1' while the same procedure of interviewing was repeated by the researcher in 'Secondary School No.2'.

The second phase of structured interviews was that of students' interviews. Interviews of 5 male students were conducted on (18-10-2015) in 'High school No. 1' and those of 5 female students were conducted on (19-10-2015) in 'High school No. 2'. For students' interviews

also the average duration for each interview was (25-30) minutes and it took the researcher about 5 hours of interviewing in the two schools, 2.5 hours in each school.

3.2.3 Rationale for choosing classroom observation for data collection:

The second qualitative data collection tool of non-participant classroom observation (see Appendix E) was utilized by the researcher. According to Creswell (2014) non-participant qualitative observation means when a researcher takes field notes on the overall behaviour of individuals without any interference during the process of observing the research participants. The basic purpose for utilizing classroom observation for EFL teachers and students was to observe how EFL teachers taught their students and how students responded to their teachers.

3.2.4 Participants and data collection procedure for classrooms observations

For the purpose of carrying out classrooms observations the researcher visited 10 classrooms in both schools, 5 classroom observations in each school. For classroom observations the researcher purposefully visited the same EFL teachers who were part of the structured interviews earlier. The basic purpose for visiting the classrooms of the interviewed EFL teachers was to observe whether they practiced in the actual classroom setting what they stated earlier in their interviews about their own teaching strategies.

In each school the researcher finalized a day each with the EFL teachers of both the schools for the purpose of classroom observations. The researcher visited 'High school No. 1' on (21-10-2015) and 'High school No. 2' on (22-10-2015). The researcher was generously provided the time tables of all the 10 EFL teachers by the supervisors in both schools and the researcher faced no difficulty in visiting the classrooms of those specific EFL teachers who had participated in the structured interviews.

The researcher noted down the research data from classrooms observations (see Appendix E) in the form of field notes. In both the schools the average duration of one class was about 40 minutes. The researcher stayed in each classroom observation for about 35 minutes, 5 minutes after the commencement of the class to allow EFL teachers and students to settle down for their teaching and learning process. About 3 hours of observation time for 5 classroom observations was utilized by the researcher in each school. Furthermore, a total sum of about 6 hours of classrooms observation time was utilized by the researcher for 10 classroom observations in the two schools.

- After providing the procedural details of the qualitative data collection, the following section provides basic details of the quantitative part (students' questionnaire) of this research study.

3.3 Quantitative part of the current research study:

The quantitative tool utilized by the researcher for the present research study was in the form of survey questionnaire. Bell (2005) contends that a survey questionnaire is a quantitative research data collection tool having a set of questions which aim to obtain findings from a representative group of a population and these sample results findings are representative of the whole population. For a thorough analysis of the present research study, the researcher administered the questionnaire (see Appendix F) to students for knowing about their response in the context of the research topic.

3.3.1 Rationale for the students' questionnaire:

The quantitative research data collection tool of questionnaire (see Appendix F) was considered more appropriate by the researcher for data collection for exploring students' views about the research topic. Creswell (2014) explains that a survey design in the form of a questionnaire provides a quantitative description of trends, attitudes or opinions of a population by studying a sample of that population.

For measuring character and personality traits, Likert (1932) developed a procedure for measuring attitudinal scales. The same Likert scale questionnaire was utilized by the researcher for collecting research data from secondary level (grade 9th-12th) students, having five response alternatives: (1) strongly agree (2) agree (3) undecided (4) strongly disagree (5) disagree. A survey questionnaire has the advantage of consuming less time and resources and the researcher also has sufficient research data for further analysis.

3.3.2 Participants and data collection procedure for the questionnaire:

The participants for the questionnaire consisted of 90 male secondary level students from one school while the same number of 90 female secondary level students from the other school. The total number of participants for the questionnaire was 180. For choosing the participants of mixed method research study Creswell (2014 p. 226) maintains that "A good procedure is to draw both samples from the same population but make sure that the individuals for both samples are not the same." In the same way, the researcher on the one hand randomly selected the participants of the questionnaire and on the other hand also ensured that the students who had participated in the interviews were not participating in the questionnaire.

Administering the survey questionnaire was cross-sectional. A total number of 15 students were randomly selected from grades (9th-12th) in each school. 90 boys from 'Secondary School No. 1' included students from grades (9th-12th) while the same number of 90 girls were also randomly selected from grades (9th-12th) in 'Secondary School No. 2'. The questionnaire was administered to the students in 'High school No. 1' on (8-11-2015) and on (9-11-2015) in 'Secondary school No. 2' respectively.

3.3.3 Piloting the questionnaire:

According to Bell (2005) piloting a questionnaire means that the researcher should establish how long it will take for the recipients to complete the questionnaire and ensuring that all items and instructions are clear for the participants. The following steps were taken by the researcher for achieving these objectives:

- i. It was made sure by the researcher to design the items of the questionnaire in a simple way so that the students could complete it without any difficulty.
- ii. The researcher showed the initial draft of the questionnaire to three of his EFL teaching colleagues for further improvement.
- iii. The questionnaire was also distributed to a group of non-participating students on a trial basis. They also completed the questionnaire in about 25 minutes without any difficulty.
- iv. The items of the questionnaire were further improved in the light of the results from the qualitative part of this research study.
- v. The instructions for the questionnaire were clearly written. Students were instructed to circle only one option for each question. They were also instructed not to write their names on the questionnaire.

3.4 Ethical considerations:

Israel and Hay (2006) contend that educational researchers must protect their research participants and develop a relation of trust with them while at the same time promoting the integrity of the research study. The following steps were taken by the researcher for ensuring that the personal identity of the participants could be guarded and the research data could also be accurately presented without any personal bias.

- **Consent from the two schools' managements and the research participants:**

The managements of the two schools were requested by the researcher for allowing him to conduct the research study in the two schools. Both schools' managements generously granted their permission in this regard. The researcher also acquired the consent of the EFL teachers and students who were to be part of the research study. Lastly, both schools' managements as well as EFL teachers and students were informed about the course this research study would take its course according to the following sequence:

- i. 10 EFL teachers' and 5 students' interviews in each school
- ii. Classroom observations of 5 EFL teachers in each school
- iii. Questionnaire to be completed by 90 students in each school

- **Guarding the personal identity of the participants:**

Pseudo names were assigned to all the research participants in order to guard their personal identity. To the two participating schools, pseudo names of 'Secondary School No. 1' and 'Secondary School No. 2' were assigned. To the 20 participating EFL teachers pseudo names of (1-10) were assigned in 'High school No. 1' and (11-20) to EFL teachers in 'High school No. 2'. To the 10 students who were participating in the structured interviews, pseudo names of (A-E) were assigned in 'Secondary School No. 1' and (F-J) in 'Secondary School No. 2'.

CHAPTER FOUR

RESULTS

An overview of the chapter:

Chapter 3: 'The Methodology' of this research paper dealt with how data for this research study was collected from the participants in the form of mixed method data collection.

Chapter 4 'Results' presents the results of the data collected from the participants of this research study. Firstly, this chapter provides results from EFL teachers' and students' interviews and classroom observations (qualitative data). Secondly, results of the students' questionnaire (quantitative data) are presented in the last part of this chapter.

4.1 Data findings from EFL teachers' interviews:

A combination of open-ended and close-ended questions were included by the researcher for EFL teachers' structured interviews in order to allow EFL teachers to openly express their views in response to different questions. EFL teachers were asked a set of 10 uniform questions in their interviews and teachers responded to those questions according to their own distinct ways of describing different characteristics of effective EFL teachers.

4.2 Qualities of effective EFL teachers highlighted by EFL teachers:

In their interviews EFL teachers fully expressed their viewpoints about effective EFL teachers. They also explained their own teaching techniques and discussed their professional strengths and weaknesses.

In this context, Question No. 4 of the EFL teachers' interviews was aimed at understanding about the basic qualities of English teachers as perceived by interviewed teachers. 'Teacher 1' a male EFL teacher who taught grade 9th and 10th boys in 'Secondary School No. 1' was asked the same question about his perspective of the basic qualities of effective EFL teachers:

Question: What in your opinion are the basic qualities of effective EFL teachers?

Answer: *"I think the basic qualities of effective EFL teachers is to have the basic knowledge of English language teaching and know how to encourage shy and less confident students in learning English. Language teaching requires more interaction among teachers and students".* (Interview 11-10-2015)

Most of the other teachers also mentioned that students should be encouraged by language teachers for participating in different language learning activities. They further maintained that EFL teachers need to have the basic subject-matter knowledge of EFL teaching and learning. EFL teachers also stated that language teachers should be easily accessible for the students so that students could discuss their language learning difficulties with their teachers without hesitation.

Question No. 5 of the interviews asked EFL teachers to describe the basic professional qualities which EFL teachers needed to have in the context of Pakistani high schools.

According to them, the first requirement for EFL teachers teaching in the two schools is to employ effective strategies to solve students numerous language learning difficulties. This same question was asked of 'Teacher 11' a female EFL teacher from 'Secondary School No. 2' teaching girls of grade 9th and 10th:

Question: Which professional qualities are necessary for EFL teachers in the specific context of Pakistani schools and why?

Answer: *"Most of the students in our school come from underprivileged family backgrounds and they do not have much competence in English language. So in our school, EFL teachers are required who know well how to teach English to such students and attract their attention towards language learning."* (Interview 14-10-2015)

Furthermore, EFL teachers pointed out that most of the students belonged to underprivileged family backgrounds and mostly their parents were uneducated. Consequently, students did not receive support from their parents in relation to their language learning and overall progress in studies. Therefore, they maintained that in addition to subject-matter knowledge of EFL teaching and learning, language teachers also needed to utilize strategies and skills to solve such students' learning difficulties.

Question No.6 of EFL teachers' interviews aimed at exploring language teachers' viewpoints about the role of the environment of a specific place in which EFL teaching and learning take place. English teachers agreed that language teaching was not a uniform process, nor could it yield the same positive results in different environments and under different conditions. 'Teacher 3' a male EFL teacher teaching grade 11th and 12th boys from 'Secondary School No. 1' was asked the same question:

Question: Do you think that the environment and context of a specific place affects EFL teaching and learning there?

Answer: *"In my opinion the environment of the specific place in which language teaching and learning take place, is of vital importance. In a positive environment both EFL teachers and students get inspiration from one another in relation to effective language teaching and learning."* (Interview 12-10-2015)

Moreover, EFL teachers from both the schools also pointed out that the overall environment of their schools was not conducive for effective EFL teaching and learning because most of the students studying in those two schools interacted with one another in Urdu which is the national language of Pakistan. Interacting with one another in Urdu had an adverse effect on students' language learning outcomes and they never felt encouraged to utilize English for interaction, either with friends or with their teachers.

Question No. 8 of the interviews aimed at exploring EFL teachers' perspectives and opinions about the effectiveness of strict language teachers in the context of their schools. Some of the interviewed EFL teachers stated that it would be wrong to suggest that a strict language teacher would be ineffective in the context of their schools. They further explained that in their respective schools there were English teachers who were known to be strict but at the same time their students performed well in the context of language learning. In this regard, 'Teacher 5' a male EFL teacher from 'Secondary School No. 1' teaching grade 9th and 10th boys, was asked to express his views in response to the same question:

Question: Do you agree that strict EFL teachers would be effective in the context of your school?

Answer: *"I agree with the idea that strict teachers are more effective than friendly teachers. In our school there are examples which affirm the view that strict teachers are more effective. Their best quality is that they do not allow their classrooms to turn into fish market."*
(Interview 11-10-2015)

Moreover, some EFL teachers also maintained that a friendly and soft-spoken teacher may not maintain proper discipline in the class because of ill-disciplined students. They also mentioned that strict EFL teachers were greatly respected by their past students who visited the schools to meet the same strict teacher years later and attribute their overall academic success to the specific EFL teacher's strictness.

Question No. 9 of EFL teachers' interviews aimed at investigating about the different issues faced by language teachers in Pakistani schools. Most of the EFL teachers pointed out similar issues in their schools which had an adverse effect on their effectiveness as EFL teachers. In response to the same question 'Teacher 15' a female EFL teacher, teaching grade 9th and 10th girls in 'Secondary School No. 2' answered:

Question: What are the main issues faced by EFL teachers in the context of Pakistani schools?

Answer: *"There are several problems which affect our effectiveness. We have to complete the English syllabus for annual Board examination; most of our students are not good at English which makes our job more challenging. Sometimes we have personal problems which have a negative effect on our professional effectiveness."*
(Interview 14-10-2015)

Likewise, EFL teachers also added that a common trend amongst most of the students was their frequent absenteeism. They remarked that a considerable number of students remained absent from school which of course, had an adverse effect on students' learning outcomes. They referred to all their personal issues because of which their teaching effectiveness was adversely affected.

Lastly, Question No.10 of the EFL teachers' interviews asked English teachers to express their point of views about the importance of effective EFL teaching and learning in the context of U.A.E. Almost all teachers expressed that it was vital for students to learn English while residing in U.A.E because it is the most common language of communication among people from different countries. 'Teacher 7' a male EFL teacher teaching grade 11th and 12th boys from 'Secondary School No. 1' was asked the same question:

Question: How do you view the importance of EFL teaching and learning in the context of U.A.E?

Answer: *"In the context of the U.A.E it is essential for EFL teachers to encourage students to learn English because it is an international place for trade and business where people from different countries come to live and the most common language of communication here is English."*
(Interview 12-10-2015)

Other EFL teachers also highlighted that in order to achieve an overall academic and professional success in an international place such as Dubai, it is imperative for young

students to equip themselves with sufficient command of English language, both spoken and written. In the end, EFL teachers also reported that most business companies in the U.A.E offering jobs expect aspirants to have sufficient command of English language so that their employees can represent them better while mostly dealing with customers in English.

- Results from EFL teachers' interviews were presented in the previous section. Results from students' interviews and their response to different questions are presented in the following section.

4.3 Data findings from EFL students' interviews:

In the context of students' structured interviews, the researcher also devised a set of 10 uniform questions including both open-ended and close-ended questions. The purpose of including both open-ended and close-ended questions in students' interviews was to encourage students to express their viewpoints openly about the different qualities and characteristics of effective EFL teachers.

4.4 Qualities of effective EFL teachers highlighted by students:

In their interviews, students expressed their point of views about the different characteristics of effective EFL teachers. Students also expressed their views about the effectiveness of their own schools' EFL teachers and provided details of their teaching techniques and methodologies.

In the same context, question No. 3 of students' interviews required students to describe the basic professional qualities which they thought to be necessary for effective EFL teachers. Students in their interviews expressed that EFL teachers should focus more on utilizing different strategies for encouraging students to learn English. When the same question was asked from 'Student C' a male student from grade 10thC studying in 'Secondary School No.1' to which he answered:

Question: Which professional characteristics do you think are important for EFL teachers?

Answer: *"In our school students are very weak in spoken and written English. A good English teacher would be someone who encourages students to talk in English. They should also know how to solve our language problems because most of us cannot communicate in English both in school and outside the school."*

(Interview 18-10-2015)

Students from the two schools also maintained that language teachers in their schools also needed to pay equal attention to students' communicative competence and grammar-based knowledge of English. They contended that language teachers have a crucial role to play in encouraging students to learn different aspects of English language (listening, reading, writing and speaking) through specific language teaching and learning strategies.

Question No.4 of students' interviews inquired from students their opinions about their EFL teachers' effectiveness. Students from both schools maintained that EFL teachers teaching in the two schools were performing their jobs satisfactorily. They also stated that the job of language teachers in their schools was not easy in the backdrop of most students' average

performance in language learning. 'Student F' a female student from 'Secondary School No. 2' studying in grade 9thB was asked the same question, to which she responded in the following way:

Question: How would you describe the effectiveness of EFL teachers teaching in your school?

Answer: *"Overall our English teachers teach nicely and they try their best to teach English to their students in the best possible way. But the problem which remains the same is that most of the students can neither speak fluent English nor can they write correct English."*
(Interview 19-10-2015)

Interviewed students from the two schools also added that mostly EFL teachers explained the lessons in Urdu because students were not able to fully comprehend the English version of a lesson's explanation by the teacher. They further added that most of the students interacted with one another in Urdu, the national language of Pakistan.

Question No. 6 of students' interviews was intended to explore students' response about the effectiveness of a strict language teacher in the specific context of their schools. Students agreed that as a whole they admired most of their EFL teachers for their helpful attitude towards them, but they also added that in their schools there were strict EFL teachers who were appreciated by students' parents for bringing about positive changes in their children's behaviour and in their academic progress. 'Student E' a male student studying in grade 11thA from 'Secondary School No.1' responded to this question in the following way:

Question: Do you think that a strict EFL teacher is more effective in the specific context of your school?

Answer: *"Showing strictness with naughty students does not mean that those language teachers beat such students or punish them physically. The reason is that physical punishment is strictly prohibited according to the Ministry of Education. But still these language teachers use such ways because of which trouble makers are discouraged from creating disturbance in the class."*
(Interview 18-10-2015)

Likewise, another common students' response to specific English teachers which interviewed students described was that even the most shy students participated in classroom activities planned by those specific English teachers. The reason for shy students' participation in classroom activities according to some interviewed students was that in the presence of a strict language teacher, ill-disciplined students were discouraged from creating disturbance in the class.

Question No.8 of students' interviews was related to the importance of professional training for EFL teachers in the two schools. Students were asked whether they considered it necessary for their language teachers to have professional training or not. Most of the students suggested that EFL teachers must have professional training for improving their effectiveness. 'Student B' a male student studying in grade 12thB from 'Secondary School No. 1' was asked the same question to which he answered in the following way:

Question: Do you think that specific professional training of EFL teaching and learning is necessary for EFL teachers in your school?

Answer: "Although our English teachers are very experienced but I have noticed that they use the same way of teaching as they taught us when we were in grade 7th and 8th. I think through their specific professional training of language teaching they can bring about some fresh changes in their teaching." (Interview 18-10-2015)

They further suggested that they would wish their English teachers to utilize new methods and techniques for encouraging students towards language learning. They also agreed that they would choose for themselves language teachers who could teach English in an interesting way; therefore, they agreed that specific professional training of language teaching was highly recommended for EFL teachers in their schools.

The last question of students' interviews (Question No.10) was asked from students in order to explore their response about the importance of learning English by them while living in the U.A.E. All the students were of the view that it was extremely important for them to learn English because they believed that English is the most common language of communication in the U.A.E. 'Student G' a female student studying in grade 9thC from 'Secondary School No. 2' responded to this question in the following way:

Question: Do you think that learning English is essential for you while living in U.A.E?

Answer: "While living in U.A.E it is very important for us to learn English because it is a country where people from different countries live and English is the most common language of communication. It is also important for me to learn English for getting admission in a good university." (Interview 19-10-2015)

Finally, students in their interviews concluded that learning English would help them in securing better jobs along with having a raised social stature among friends and relatives. They asserted that English is also the language of modern science and technology through which all the new innovations and research findings are communicated to the common people.

- After presenting results from EFL teachers and students' interviews, the next part of this chapter provides the main data findings from classroom observations of EFL teachers and students.

4.5 Data findings from classroom observation:

The main purpose of classroom observations was to observe the teaching strategies of EFL teachers who had participated in the interviews of the current research study. The purpose was also to observe whether those EFL teachers employed the same teaching techniques which were highlighted by them in their interviews. From classroom observations the researcher observed a few positive points and some aspects which needed further improvement for an overall effective practice of EFL teaching and learning in the two schools.

4.5.1 Some positive points observed in the classrooms of specific English teachers:

Normally, the researcher would enter each class for the purpose of observation about five minutes after the class would commence. The classes of English teachers were observed by the researcher for about 35 minutes each. The researcher noted the following positive points during classroom observations of EFL teachers and students:

i. The EFL teachers held the attention of the students by allowing students more time for discussion and interaction among themselves. The body language of students was a mix of being attentive and relaxed.

ii. While teaching grade 9 students, 'Teacher 11' from 'Secondary School No. 2' asked students to mention their favourite sports cars because the lesson which the teacher taught was '*Modern means of transportation*'. The researcher observed that most of the students were eager to answer the teacher's question and were naming different brands of sports cars, as a result the students became more attentive towards the teacher.

iii. Some students were observed to be answering wrongly related to the topic but the teachers did not discourage them and after three/four attempts the same students answered correctly. Students were not afraid of raising their hands for answering teacher's questions because they were sure that their teacher would not be angered by their wrong answers.

iv. The researcher noticed during the class of 'Teacher 13' in 'Secondary School No. 2' that the teacher provided examples from her personal life experiences in relation to the topic under discussion. For example, the EFL teacher, provided examples of '*Past Indefinite Tense*' from her personal activities which she had done on the previous weekend. At one stage students laughed when the teacher narrated one of her activities of the previous weekend as: '*On the weekend I cooked a salty dish which no one ate*' (laughter by students).

v. Lastly, during class observation it was observed that some of the English teachers asked questions from students on the basis of their learning abilities. From more gifted students the teacher would ask two or three examples about the same topic while for average students the teacher would provide clues by reminding them about the rules of main points of the lesson.

4.5.2 A few points noticed during classroom observations requiring further attention:

i. It was noticed during classroom observations that in spite of all the better work EFL teachers were performing in the two schools it was observed by the researcher that EFL teachers in some classes did not provide more time to students to express their point of views or to allow students to provide their feedback in the context of the lesson being taught.

ii. It was observed through classroom observations that some teachers of English focused more on the text book information related to topic. They did not provide any outside the textbook example or reference to the teachers' personal experiences and observations related to the topic. For example, while teaching a lesson '*Importance of sports and games*' to grade 9th students, the EFL teacher focused more on the text of the lesson and did not ask students about their favourite games or his own favourite game. The students wanted to discuss this topic more than its text in the book but the teacher was not encouraging students to discuss the topic beyond the content of the textbook.

iii. Some EFL teachers were observed to be focusing more on teaching students English grammar rules than encouraging students them to communicate and interact with one another or with the teacher in English without being burdened by grammar rules.

iv. As mentioned above, some English teachers taught their students on the basis of their learning aptitude. It was also noticed by the researcher that in some classes while teaching, some teachers taught all students as if all of them were equally gifted and talented. During their classroom teaching strategies some teachers did not provide any specific technique of dealing with the learning difficulties of average and slow learners.

v. It was also observed in some classes that English teachers wrote answers to all the questions of the exercise on the whiteboard and did not encourage students to complete some of the exercise questions themselves. Students were found to be copying all the answers from the whiteboard written by the teachers.

vi. Although in most classroom observations English teachers were found to be friendly and interactive with students, yet it was observed by the researcher that in some classrooms students' participation in class activities was not encouraging. Some teachers did not employ any specific techniques for encouraging shy and less confident students to participate in class activities or to encourage them to learn through group assignments and cooperative learning tasks.

- After presenting the results of the classroom observations, finally results from the students' questionnaire are presented in the last section of this chapter.

4.6 Results of Students' questionnaire (Quantitative data)

4.6.1 Presentation of the questionnaire's results:

This section of Chapter 4 outlines the result of students' questionnaire (see Appendix F). Students' answers in response to different items of the questionnaire are presented in different graphs and figures. Students' answers to each item of the questionnaire are presented as graphs and figures which show students' response as:

- i) Total percentage of respondents selecting a specific option for each question
- ii) Total number of respondents selecting a specific option for each question.

4.6.2 Basic information about the participants of the questionnaire:

- i. Total number of participants for the questionnaire: 180
- ii. Male participants of the questionnaire: 90
- iii. Female participants of the questionnaire: 90
- iv. Grades of the participants: 9th-12th
- v. Age group of the participants: 14-17 years

4.6.3 Students' response to different questions:

Question No. 2 of the questionnaire was related to EFL teachers' focusing more on teaching English grammar rules. Although a considerable number of respondents were in favor of grammar rules being taught by EFL teachers, still most of them thought that they do not want their EFL teachers to teach them more grammar rules.

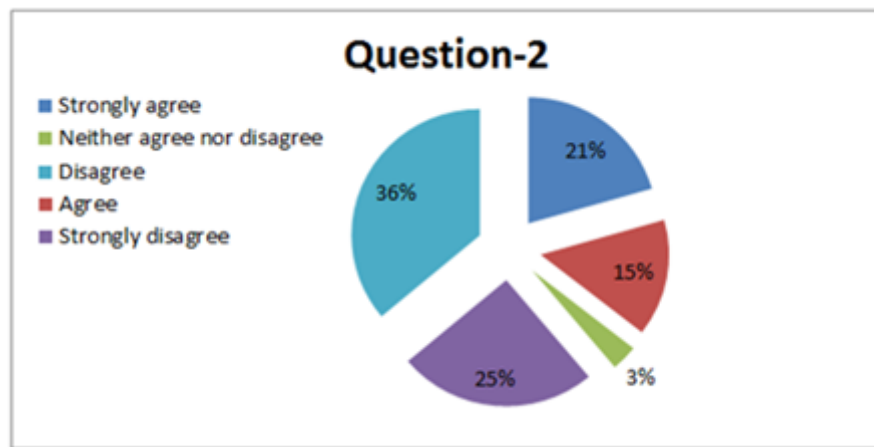


Figure 4.1: EFL teachers' focusing more on teaching grammar rules

Figure 4.1 shows that the highest number of participants 36.11% (n=65) disagreed with the idea of EFL teacher focusing more on teaching grammar rules. 25% (n=45) opted for the 'Strongly Disagree' option. 20.55% (n=37) strongly agreed that EFL teachers must teach grammar rules because they considered learning grammar rules as an important aspect of EFL learning. 15% (n=27) agreed in response to the same item while 03.33% (n=6) neither agreed nor disagreed in response to this question.

Question No. 3 aimed at seeking participants' response about the idea of EFL teachers who loves their profession.

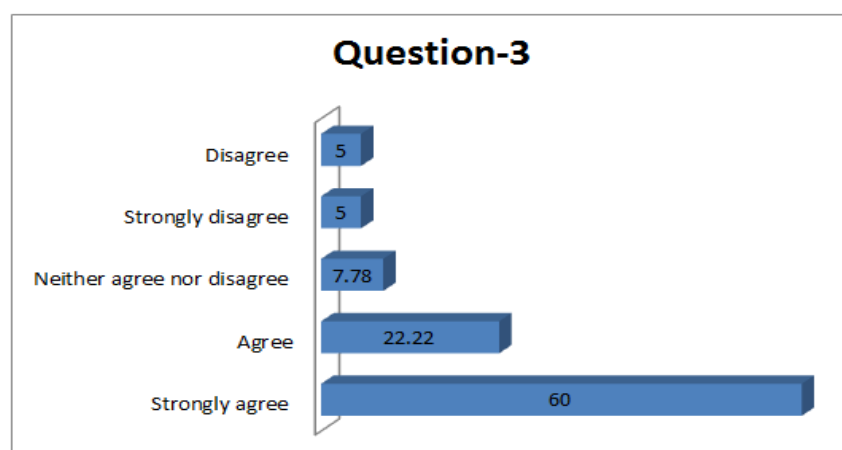


Figure 4.2: EFL teachers who love their teaching profession

Figure 4.2 suggests that most of the participants strongly agreed 60% (n=108) with the idea that EFL teachers are ones who love their profession while 22.22% (n=40) of the participants agreed with the same idea. 7.78% (n=14) of the participants neither agreed nor disagreed in their answers. 5% (n=9) selected the option of 'Disagreed' and 5% (n=9) strongly disagreed in their answers. Participants' overall feedback in response to this question was that most of them agreed with the idea that effective EFL teachers are those ones who love their teaching profession.

Q. No. 4 of students' questionnaire was about the presumption that effective EFL teachers are ones who explain the lessons only in English.

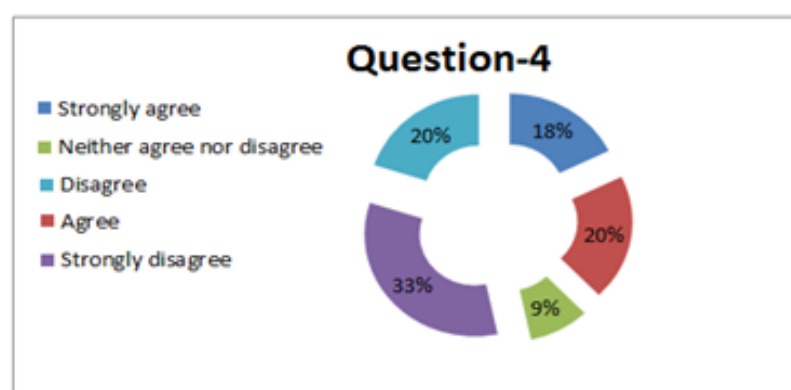


Figure 4.3 EFL teachers who explain the lessons only in English

Figure 4.3 shows that the highest percentage of respondents strongly disagreed 33.33% (n=60) in response to this assumption, while 20% (n=36) also opted for the option of 'Disagree' in response to this question. 20% (n=36) of the respondents agreed that the EFL teacher should only explain the lesson in English while 17.77% (n=32) of the respondents strongly agreed with the same assumption. 8.89% (n=16) neither agreed nor disagreed in their answers. The overall response of the respondents to this question suggests that they disagreed with the idea of EFL teachers who explain the lessons only in English.

Question No. 6 of the students' questionnaire stated the assumption that EFL teachers are ones who give students assignments and homework for language learning.

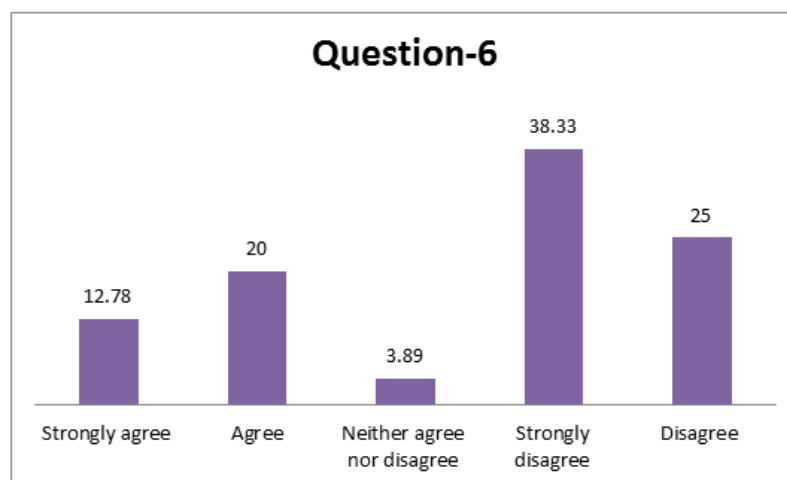


Figure 4.4 EFL teachers who give students assignments and homework for language learning

Figure 4.4 also shows that maximum percentage of respondents 38.33% (n=69) strongly disagreed with the idea of giving students assignments and homework for language learning by the EFL teachers. 25% (n=45) showed their disagreement in response to the same question. 20% (n=35) agreed with the thought that students should be asked to complete homework and assignments for language learning. 12.78% (n=23) chose the option of 'Strongly Agree' for the same question while the lowest percentage of respondents 3.89% (n=7) neither agreed nor disagreed in response to this question. The overall response from the respondents for this particular question suggests that they were not in favour of EFL teachers who give students assignments and homework for language learning.

Question No. 8 of the students' questionnaire aimed at knowing respondents' feedback about the idea of EFL teachers who deals with weak and gifted students differently, according to their learning capabilities.

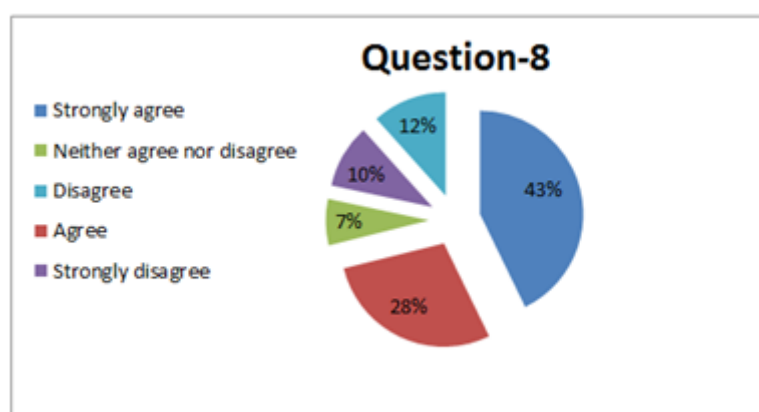


Figure 4.5 EFL teachers who deal with weak and gifted students differently, according to their learning capabilities.

Figure 4.5 clearly shows that the highest percentage of respondents 42.78% (n=77) strongly agreed when they were asked about effective EFL teachers who deal with weak and gifted students differently. 28.33% (n=51) of the respondents also agreed in response to the same idea. 7.22% (n=13) of the respondents neither agreed nor disagreed in their replies. 11.67% (n=21) disagreed with this assumption and thought that effective EFL teachers should not deal with weak and gifted students differently while a small percentage of 10% (n=18) of the respondents also strongly disagreed with the idea of EFL teachers utilizing different techniques for mixed ability students. The overall result for this question suggests that most of the students considered it essential for EFL teachers to utilize differentiated instruction in their teaching.

Question No. 10 was about the EFL teachers' skill in effectively solving students' problems. The majority of the respondents thought that EFL teachers should have the ability to solve students' behavioural problems.

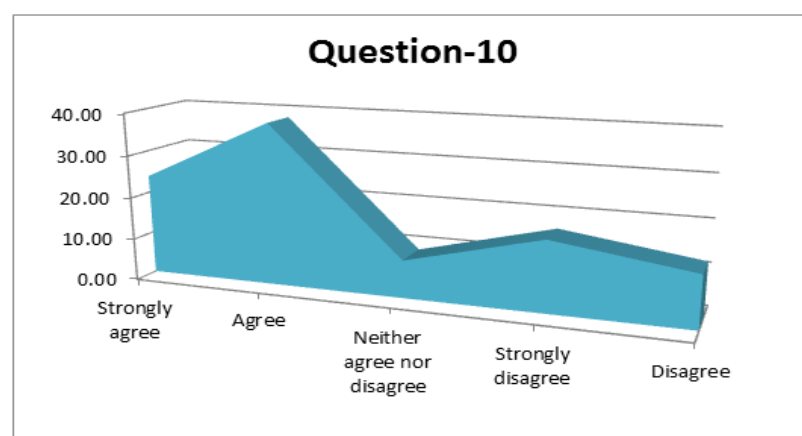


Figure 4.6 EFL teachers who know how to solve students' behavioural problems

Figure 4.6 shows that the highest percentage of respondents 38.33% (n=69) agreed in response to the idea of EFL teachers who know well how to solve students' behavioural issues while 23.89% (n=43) strongly agreed in response to this question. 16.67% (n=30) of the respondents strongly disagreed with this assumption while 12.22% (n=22) of the participants also selected the option of 'Disagree'. The lowest percentage of participants for this question was 8.89% (n=16) who neither agreed nor disagreed in their answer to the same question. The overall result for this particular question shows that majority of the respondents thought it necessary for EFL teachers to have the ability to solve students' behavioural issues.

Question No. 11 of the students' questionnaire was related to an assumption that effective EFL teachers are ones who are professionally qualified and understand students' psychology for language learning.

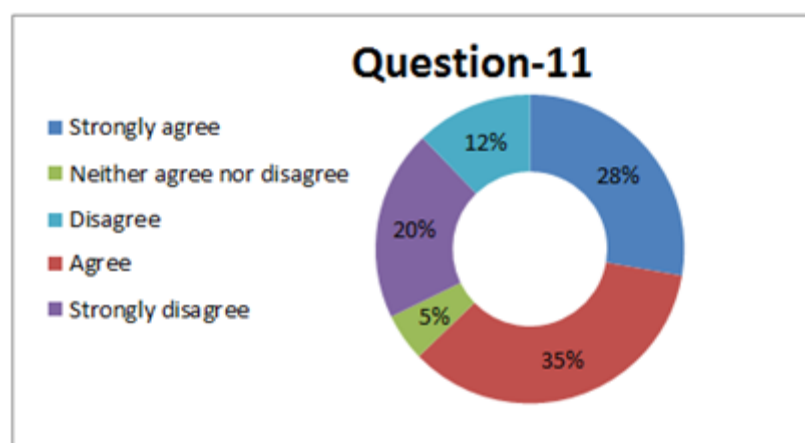


Figure 4.7: EFL teachers who are professionally qualified and understand students' psychology in the context of language learning

Figure 4.7 indicates that the highest percentage of respondents 35% (n=63) agreed with the idea that an effective EFL teachers are ones who are professionally qualified and understand students' psychology in the context of language learning. 27.78% (n=50) of the respondents also strongly favoured the same idea. 20% (n=36) of the respondents strongly disagreed with having professional qualification by EFL teachers while 12.22% (n=22) of the respondents also showed their disagreement with the same assumption. 5% (n=9) of the respondents neither agreed nor disagreed in their response. In response to this question, most of the respondents agreed with the idea that EFL teachers should be professionally qualified in order to know students' psychology for language learning.

CHAPTER FIVE

DISCUSSIONS

An overview of the chapter:

Chapter 4 of this dissertation provided detailed results of both qualitative and quantitative data of the current research study.

In Chapter 5, the results of both qualitative and quantitative research data is critically analyzed and discussed. Results from the qualitative and quantitative data are discussed and analyzed in light of the research studies mentioned in chapter 2: 'The literature review' of this dissertation. Finally, the results of the research data are also analyzed in the context of Pakistani schools as well as in terms of achieving the objectives of this research study.

5.1 Data analysis of EFL teachers' interviews:

Research data from both EFL teachers' and students' interviews was collected by the researcher through handwritten notes which were later transcribed and coded for further analysis. Coding according to Creswell (2013) is a process in which dense text or image data is aggregated into small themes, ranging from five to seven.

Firstly, a significant point highlighted by EFL teachers was that in addition to a command of the subject-matter knowledge of EFL teaching and learning, language teachers also need to possess pedagogical skills along with specific professional qualification of EFL teaching and learning. The same characteristics of effective EFL teachers are also emphasized by prominent educational researchers in their studies (Arikan et al. 2008; Aydın et al. 2009; Borg 2006; Brosh 1996; Cohen, McLaughlin & Talbert 1993; Shulman 1987) (p.7,15). EFL teachers also highlighted that such skills would help language teachers to deal with students' learning difficulties more effectively.

Secondly, EFL teachers from Pakistani schools highlighted the need for themselves to acquire specific professional skills under the specific conditions and environments of Pakistani schools. The need for developing specific professional qualities by EFL teachers teaching under specific conditions and environments is also highlighted in the previous research studies: (Borg 2006; Burns 1996; Kumaravedivelu 2003) (p. 5,6,11). The main theme of these research studies is that EFL teachers need to know which specific teaching strategies are more effective than others, keeping in view the environment and conditions of the educational organization where EFL is practiced.

Thirdly, EFL teachers also referred to the underprivileged backgrounds of most students and cited this to be the main reason for students' difficulties in language learning. The same point is also highlighted in previous research studies (Abrams & Gibbs 2002; Epstein 1995; Kellam et al. 1998; Lareau 2000) (p.13,14) which suggest that children from underprivileged backgrounds receive minimum input from their parents in their academic progress because the parents themselves are uneducated.

Fourthly, another point highlighted by EFL teachers was the role of personal reflections by the EFL teachers. They contended that in this way EFL teachers keep themselves improving according to the requirements of different contexts and environments. The outcomes of this research study are also echoed in the outcomes of previous research studies (Kumaravedivelu 2003; Pajares 1992) (p.10) which emphasize the need for EFL teachers to reflect back on their teaching techniques and strategies.

Finally, a point which was highlighted by EFL teachers in their interviews was the need for maintaining proper discipline in their classrooms. The importance of keeping proper discipline in the classroom is also highlighted by (Janowski 1995; Linse & Nunan, 2005; Williams & Burden 1997; Yi 2006) (p.8,9) who suggest that effective teachers maintain better discipline in the classroom and utilize different strategies to engage students in the learning process.

5.2 Data analysis of students' interviews:

Firstly, according to views and opinions of EFL students, most of them suggested that effective EFL teachers are those who are equipped with both command of the subject-matter knowledge for language teaching. Different research studies (Borg 2006; Brosh 1996; Buchmann 1984; Lafayette 1993; Park & Lee 2006; Shulman 1987) (p.6,7) also highlight the importance of both subject-matter knowledge and pedagogical skills for language teachers.

Secondly, students from both the two schools suggested that EFL teachers should be more interactive with the students. Indeed, these teachers' qualities have also been endorsed and validated by prominent researchers in the field of EFL teaching and learning (Borg 2006; Dornyei 199; Krashen 1985; McLaughlin 1987; Oxford 1990) (p.7,8). The outcomes of these research studies suggest that more interaction among EFL teachers and students facilitates the process of effective EFL teaching and learning.

Thirdly, students pointed out in their interviews that most of them faced numerous difficulties while communicating in English because their parents were mostly uneducated and they did not receive any positive feedback from their parents in the context of their language learning. As mentioned before, the same point is also raised in previous research studies: (Abrams & Gibbs 2002; Epstein 1995; Kellam et al. 1998; Lareau 2000) (p.13,14). These researchers point out that parents of underprivileged students have no idea of their children's academic progress because of their own lack of education.

Fourthly, students pointed out that sometimes teachers focus more on teaching English grammar rules than encouraging them to communicate in English. The same learners' difficulties are also discussed in different research studies: (Chomsky 1965; Holec 1981; McLaughlin 1978, 1987, 1992; Vygotsky 1978) (p.11,12). The main idea of these research studies is that EFL teachers can effectively solve learners' language difficulties by granting them more responsibility in their learning process and also referring back to students' first language.

Finally, secondary students in both schools highlighted the necessity of professional training for EFL teachers because students remarked that some of the EFL teachers applied the same kind of teaching techniques year after year. The same issue is also raised in different research studies: (Cohen, McLaughlin & Talbert 1993; McLaughlin & Marsh 1978) (p.15) which call for EFL teachers to introduce innovative strategies in their teaching techniques.

5.3 Data analysis of EFL teachers' and students' classroom observations:

Raw field notes from EFL teachers' and students' classroom observations were also transcribed and coded by the researcher for further analysis. The findings of the classroom observations in both schools indicate that although some of the EFL teachers taught their students satisfactorily according to their skill and capacity. Still, it was observed that some of EFL teachers did not utilize the same strategies about which they had mentioned in their interviews.

Although teachers were observed to be teaching well according to their limited professional skills, still it was found that most of the EFL teachers did not employ any specific EFL teaching and learning strategies mentioned in the research literature (Chomsky 1965; Krashen 2013; McLaughlin 1978; Piaget 1952) (p.11,12,13). Some of the EFL teachers did not utilize any teaching strategy based on cooperative learning or constructivism. It was in this specific area that some of the EFL teachers might require specific professional qualification of EFL teaching and learning.

It was noticed during classroom observations that EFL teachers' friendly teaching approach was positively reciprocated by the students when students answered teachers' questions confidently and without fear or shyness. Research studies by prominent educational researchers (Clément, Dörnyei & Noels 1994; Gardner 1985, 2007; Guilleaume & Dörnyei 2008; Krashen 2013) (p.12) also advocate a motivating classroom environment for effective EFL teaching and learning.

Furthermore, it was also observed that although most of the EFL teachers had provided a stress-free classroom environment to their students but still most of the EFL teachers could not utilize any specific strategy for encouraging students of mixed- abilities to learn independently. In this context EFL teachers might have benefited from utilizing strategies of 'scaffolding' and 'cooperative learning' (Vygotsky 1978) (p.11) for students of mixed abilities, also referred to in other educational research studies such as 'differentiated instruction', 'teacher's efficacy' and 'constructivism' (Bandura 1977; Hall, Strangman & Meyer 2009; Piaget & Inhelder 1962) (p.9,13). These specific teaching strategies could encourage students to learn independently with the required support from either a more gifted classmate or from the teacher.

- In the previous section results from EFL teachers and students interviews as well as from classroom observations were discussed and analyzed. In the following section results from students' questionnaire are discussed and analyzed in the context of previous research literature.

5.4 Data analysis of students' questionnaire:

The research data from students' questionnaire was presented through the computer software of Microsoft Excel for further analysis. While agreeing to most of the items of the questionnaire, which described different characteristics of effective EFL teachers, students also showed their disagreement in response to some items of the questionnaire. For example, Q. No. 2 supposed an effective EFL teacher as someone who focuses more on teaching grammar rules. The same point was also highlighted by students in their interviews and they had suggested that their EFL teachers should also encourage them to communicate in English. In this regard EFL teachers might convince their students about the importance of learning English grammar rules because learning grammar rules provides them with the basic platform for learning a new language.

The same point is also highlighted in previous research studies (McLaughlin 1978, 1987, 1992) (p.11,12) who contends that cognitive and academic development in the first language has a positive effect on second language learning. He further asserts that both second language learning and acquisition can take place in the classroom. It might be required by EFL teachers to utilize effective strategies to encourage students to learn the second language through students' knowledge and understanding of their first language.

Students also either disagreed or strongly disagreed in response to Q. No. 4 which described an effective teacher as someone who explains the lesson only in English. Students' response to both these questions might suggest that although students have the desire to communicate in English but they do not want their EFL teacher to interact with them only in English.

A similar point is also highlighted by (Coleman 2010; Shamim 1996) (p.14) in the context of Pakistani students that although they have a desire to learn English, still they wish their EFL teachers to teach them in Urdu. In a situation such as this, it may depend all on the EFL teacher's efficacy, discussed in research studies (Bandura 1977; Hall, Strangman & Meyer 2009) (p.9) to utilize differentiated instruction and address the learning difficulties of mixed-ability students according to their mental capability.

- In the following part, results of both qualitative and quantitative data are analyzed in terms of corroboration in the results of both forms of the research data.

5.5 Triangulation of the qualitative and quantitative research data:

Triangulation is an important part of the mixed method research study. About triangulation Creswell (1998, p.202) maintains that "Researchers make use of multiple and different sources, methods, investigators, and theories to provide corroborating evidence". In the present research study also, results from both the qualitative and quantitative data collection tools would be analyzed for the purpose of identifying the common outcomes of this research study.

Firstly, results from both EFL teachers' and students' interviews highlighted a few common characteristics of effective language teachers. It was suggested by both EFL teachers and students in their interviews and again by students through the questionnaire that English teachers should have command of the subject-matter knowledge of English language teaching. Classroom observations also suggested that students were more focused during the lessons of those teachers who had more command of the subject-matter knowledge of English language teaching. Similarly, EFL teachers and students in their interviews maintained that language teachers should possess pedagogical skills through which they could utilize different strategies to solve language difficulties of mixed ability students.

Secondly, students highlighted the same point in their interviews and through their questionnaires that language teachers should employ different teaching and learning strategies for average and slow learners and encourage such students to participate in classroom activities. EFL teachers also admitted in their interviews that they needed to lend more attention to slow and average learners in their classrooms. The same gap was noticed by the researcher during some of the classroom observations where the teachers did not provide differentiated strategies for slow learners. Students also pointed out in their interviews and through their questionnaires that EFL teachers should improve their students' communicative competence. The same point was also obvious from classroom observations in which the researcher noticed that the communicative skill of the students was not up to the mark.

Thirdly, both EFL teachers and students asserted in their interviews that language teachers should have specific professional training and qualification of language teaching. Students also confirmed the value of language teachers' professional skills and qualification through their questionnaire. Both EFL teachers and students also highlighted that EFL teachers should understand the specific environment of the place in which language teaching and learning is practiced. This would facilitate language teachers to utilize specific strategies for solving specific language issues of students who learn the target language in a specific environment. Classroom observations also confirmed the need for specific professional training and qualification by some of the language teachers for enhancing their teaching effectiveness.

Lastly, EFL teachers and students also asserted in their interviews that an EFL teacher would be someone who maintains proper discipline in the classroom. They added that an English teacher who keeps proper discipline in the class could be more effective than a mere friendly teacher. Most of the interviewed EFL teachers suggested that they should also know the importance of maintaining proper discipline and effective management of their classrooms. Classroom observations also suggested that the classrooms in which there was proper discipline, students were observed to be more focused and attentive towards the teaching and learning process. The significance of classroom discipline and management was also highlighted by students in their questionnaires.

CHAPTER SIX

CONCLUSION

An overview of the chapter:

In Chapter 5 'Discussions' the results of both qualitative and quantitative research data were critically analyzed in light of the previous research studies. The results of this research study were also analyzed in the context of achieving its objectives.

Chapter 6 'Conclusion' is the last chapter of this dissertation which discusses the results of the current research study in the context of its pedagogical implications. This chapter also presents some of the limitations as well as a few other dimensions of this research study. Finally, the conclusion of this chapter provides possible suggestions which might be helpful to EFL teachers and students according to their own EFL teaching and learning requirements.

6.1 Pedagogical implications and recommendations:

The results of the current research study may have a few pedagogical implications for both EFL teachers and students. Some of the recommendations mentioned below do not present a final solution to the idea of effective language teaching and learning because every educational organization has its distinct conditions and specific environment in which EFL teaching and learning is exercised. Yet, some of the pedagogical implications mentioned below might be helpful to English teachers and students for understanding the idea of effective EFL teaching and learning according to their own requirements.

- i.** The results of this research study may possibly highlight the need for EFL teachers to better analyze and understand the EFL teaching and learning environments of their educational organizations. This could help EFL teachers to understand their students' language needs and requirements who study specific language syllabi for achieving specific objectives (Borg 2006; Kumaravedivelu 2003). Understanding the environment and learning requirements of specific groups of students could be helpful in achieving effective EFL teaching and learning.
- ii.** The outcomes of this research study might call for greater professional training and qualification by EFL teachers for further enhancement of their teaching effectiveness (Cohen, McLaughlin & Talbert 1993). The findings of this research study highlight the requirement for EFL teachers to understand the importance of differentiated instruction for further improvement of the teaching and learning process (Bandura 1977). EFL teachers may utilize differentiated strategies for students of mixed abilities and not implement a uniform set of teaching strategies for all students of the class.
- iii.** The results of this research study might suggest that it could be helpful for EFL teachers to employ specific strategies of cooperative learning and scaffolding (Vygotsky 1978) as well as having a better understanding of students' cognitive development (Piaget 1952) in the

context of engaging students in their language learning process. Granting responsibility to underprivileged students in their learning process could also be helpful to them in overcoming their language difficulties.

iv. The results of this research study could hint at the need for EFL teachers to not only interact with students in the target language but they may also refer to students' first language in order to facilitate second language learning among learners of mixed abilities. (McLaughlin 1992). Furthermore, EFL teachers might also feel the need to convince their students that both communicative competence of the target language and the knowledge of its grammar rules are equally important for them.

v. This research study might suggest to EFL teachers not to assign students with excessive homework related to their EFL syllabus. The reason is that when students do not complete their homework, most of them remain absent from the school for the next two or three days. The trend of absenteeism among students might also be due to the non-completion of their homework. Or it is also possible that the trend of absenteeism among students is due to some other reason which may require further research investigation.

vi. The findings of this research study might hint at the need for EFL teachers to increase their interaction with students' parents and positively engage them for the purpose of students' overall progress in their language learning. The outcomes of this research study may also suggest that the effect of home environment and positive input from parents play a major role in students' improvement in language learning as well as playing a crucial role in students' overall academic progress.

vii. The outcomes of this research study also highlight that strict teachers could be effective under a specific educational environment. The results of this research study might also suggest that students listen carefully to the instructions of strict EFL teachers and do not create disturbance in their classes. The only requirement for such EFL teachers could be that they may channelize their strictness towards enhancing students' learning outcomes.

viii. Lastly, it might be helpful for EFL teachers to know the importance of personal reflections and improvisation. EFL teachers may perhaps analyze what works and what does not work in their actual classroom situation (Kumaravedivelu 2003). As a result, EFL teachers' reflections and improvisation in their teaching strategies may not only meet the language requirements of the students but could also keep EFL teachers improving all the time in their professional effectiveness.

6.2 Limitations of this research study:

While conducting a research study, there are some constraints of time and resources which are beyond human control. In light of this argument the following few limitations related to this research study should also be noted:

i. Due to the constraints of time and resources, this research study was conducted only in two schools. The results could have been more comprehensive if more schools were included in this research study.

ii. More EFL teachers and students could have been made part of this research study in order to have a larger research data. Including a teachers' questionnaire would have further highlighted different aspect of this research study. Again, this was not possible due to lack of time and resources.

iii. Input from the schools' principals and students' parents could also have further highlighted the whole discussion of EFL teachers' effectiveness in the context of students' language difficulties. Although both the principals of the two schools and some of the parents were requested by the researcher for their input but they excused on genuine grounds that they did not have time to be part of this research study due to their professional and personal responsibilities.

6.3 Other dimensions of the current research study:

Mentioned below are some of the other dimensions of this research study which may also be taken into account and which also may have an impact on the effectiveness of EFL teachers.

i. It is also important to analyze EFL teachers' effectiveness by asking the question: How much EFL teachers believe in teamwork and how much positive role they play in creating a better environment in the educational institution where they teach? This quality of EFL teachers may possibly be of crucial importance because some teachers happen to be very fussy and create problems not only for their own colleagues but also for their students, as a consequence of which such teachers' effectiveness is greatly compromised.

ii. Another important dimension of the present research study might be to analyze how much financially satisfied EFL teachers are? Financial satisfaction could be an important variable of EFL teachers' motivation towards their teaching profession which could be enhanced if EFL teachers have no financial worries. 'Teacher 20' from 'Secondary School No. 2' pointed in his interview at the same issue in the following way:

"I think our effectiveness also greatly depends on our financial position. Most of our colleagues have families back in Pakistan and we have to send them money to fulfil their needs. Our other relatives also expect us to send them gifts all the time. Of course, all these things are at the back of our mind when we teach."

(Interview 15-10-2015)

So it also needs to be investigated whether EFL teachers' effectiveness is also enhanced when they are not faced with personal and financial difficulties.

iii. Yet another dimension of this research study might be the choice of EFL teaching profession by EFL teachers. It also needs to be investigated whether an EFL teacher has by choice opted for the teaching profession or is it by fate that someone has become a teacher. 'Teacher 2' from 'Secondary School No. 1' highlighted the same issue in his interview:

"I think our teaching effectiveness is also affected by our overall attitude towards teaching. I have seen some of my friends who wanted to become either doctors or engineers. But when they did not, they unwillingly entered the teaching profession in which they never proved to be successful." (Interview 11-10-2015)

In other words, love and enthusiasm for the teaching profession might also be a factor which could have a considerable impact on the effectiveness of EFL teachers. It is another dimension of this research study which may need further research investigation.

6.4 Conclusion:

As mentioned before, the purpose of this exploratory study was not to find a perfect solution or recipe for EFL teachers to follow. Similarly, there is no single path to effective EFL teaching and learning, which means that one highly effective teaching and learning strategy in one place may happen to be totally ineffective in another place due to the change in conditions and environments of different educational institutions. Instead, the aim of this research study was to first explore the outcomes of this research study and then utilize the same outcomes for further amendments by EFL teachers according to their own students' language requirements.

Likewise, the roles of EFL teachers change from one educational institution to another educational organization. They teach students who come from different social and cultural backgrounds and who have distinct ways of learning. The effectiveness of EFL teachers may depend on how much EFL teachers grasp students' attention towards language learning, keeping in view their cultural and religious sensitivities.

Similarly, a commonplace EFL teacher may not be expected to possess all the different professional or personal qualities mentioned in the research literature. Perhaps, it might not be possible for a common EFL teacher to possess all such qualities. Nevertheless, EFL teachers teaching specific students may enhance their professional skills and qualification for achieving maximum effectiveness. In the same way, EFL teachers may not be considered as saints or unique personalities. There might be examples where teachers have both professional and personal imperfections but still they are effective. Similarly, there could be examples of strict teachers who are effective in their own way and they earn the respect and admiration of their students for their positive role both in students' academic progress and in their overall personality development.

Finally, in the context of EFL teachers from Pakistani schools, they may also be encouraged by the findings of this research study with the help of which they might know some of their professional strengths as well as weaknesses. The outcomes of this research study might also persuade EFL teachers from Pakistani schools to reflect back on their overall teaching approach and utilize only those teaching strategies which work best for their students.

They may need to inculcate improvisation in their overall teaching approach and grant their students more responsibility in their learning process. This might as well solve students' behavioural issues in the context of ill-disciplined students. EFL teachers from Pakistani schools may utilize teaching strategies which also harmonize with the specific teaching and learning environments of those schools. This could also help Pakistani schools to improve

their overall performance and contribute towards a high standard of educational effectiveness as envisaged by the leaders of the U.A.E.

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Appendix A: EFL teachers' structured interviews about different qualities of effective EFL teachers

Date: _____ **Place:** _____ **Interviewer:** _____ **Interviewee:** _____

NOTE: The interviewee must be informed before the start of the interview that this interview is part of a research study and the input from the interviewee will be utilized for research purposes without disclosing the personal identity of the interviewee. The input from the interviewee will also be helpful in identifying some of the basic qualities and requirements for being an effective EFL teacher, thus improving the overall field of EFL teaching and learning. The interviewee must be informed that the duration of the interview will be about 25-30 minutes.

QUESTIONS:

1. What is your name and which grades do you teach?

2. How long have you been teaching?

3. Do you enjoy teaching EFL?

4. What in your opinion are the basic qualities of effective EFL teachers?

5. Which professional and personal qualities are necessary for EFL teachers in the specific context of Pakistani schools and why?

6. Do you think that the environment and context of a specific place affects EFL teaching and learning there?
7. Do you think specific professional training and qualification of EFL teaching is required for EFL teachers in your school?
8. Do you think that a strict teacher would be effective in the context of your school?
9. What are the main issues faced by EFL teachers in the context of Pakistani schools?
10. How do you view the importance of EFL teaching and learning in the context of U.A.E?

❖ A final 'Thank You' statement to acknowledge the time the interviewee spent during the interview

Appendix B: Excerpts from EFL teachers' interviews

Q. 3. Do you enjoy teaching EFL?

Teacher 1: *"I think love for the teaching profession is the basic requirement because in this way we can teach our students with a lot of energy and enthusiasm."*

(Interview 11-10-2015)

Teacher 2: *"If we do not love our profession then we should not continue with this profession because the reason is that EFL teaching requires a teacher to teach from his heart. Love for the teaching profession is the first requirement for the EFL teaching profession."*

(Interview 11-10-2015)

Teacher 3: *"Of course we should love our teaching profession. If we are not satisfied with our teaching jobs then how can we teach our students effectively? We must respect our profession and our roles as teachers."*

(Interview 11-10-2015)

Q. 4. What in your opinion are the basic qualities of effective EFL teachers?

Teacher 11: *"In my opinion EFL teachers should have command of their knowledge of English teaching and they should be friendly and interactive with the students so that students can discuss their language problems with them without any fear."*

(Interview 14-10-2015)

Teacher 12: *"I think language teachers should keep the environment of their classroom relaxed so that students can freely interact with their teachers. They should also make the language exercises interesting for their students."*

(Interview 14-10-2015)

Teacher 13: *"The basic qualities of EFL teachers are that they should be energetic and fully motivated towards their profession. They should also encourage shy students to participate in classroom learning activities."*

(Interview 14-10-2015)

Q. 5. Which professional and personal qualities are necessary for EFL teachers in the specific context of Pakistani schools and why?

Teacher 4: *"In our school EFL teachers should improve students' communicative skills and they should maintain proper discipline in the class for effective teaching and learning."*

(Interview 11-10-2015)

Teacher 5: *"EFL teachers should inspire students through their personalities, manners and through their friendly behaviour with the students. EFL teachers should look differently from other teachers both in terms of teaching styles and their personal attitude."*

(Interview 11-10-2015)

Teacher 6: *"I think English teachers should treat all students equally and should not concentrate only on a few good students of the class. They should pay equal attention to all the students of the class."*

(Interview 12-10-2015)

Q. 6. Do you think that the environment and context of a specific place affects EFL teaching and learning there?

Teacher 14: *"Of course the environment of the specific place has a lot of effect on EFL teaching and learning there. EFL teachers should go according to the conditions of the institution where they teach."*
(Interview 14-10-2015)

Teacher 15: *"Yes I agree with this idea because even in our school EFL teaching and learning means that we have to teach our students according to the requirements and abilities of our students under the specific environment in which they learn."*
(Interview 14-10-2015)

Teacher 16: *"I think EFL teachers should take care of different sensitivities of the students. EFL teachers should not say anything in the class due to which students' feelings are hurt in terms of their religious beliefs or social taboos."*
(Interview 15-10-2015)

Q. 7. Do you think specific professional training and qualification of EFL teaching is required for EFL teachers in your school?

Teacher 7: *"I think almost all of us need to have specific professional training of EFL teaching and learning. In this way we will be in a better position to understand how we can teach our students more effectively."*
(Interview 12-10-2015)

Teacher 8: *"Definitely we should have further professional qualification. Most of us have not completed any refresher course nor attended any workshop related to effective language teaching and learning."*
(Interview 12-10-2015)

Teacher 9: *"Yes in my view professional training and qualification is important for us because in this way we would be able to know about new teaching skills and strategies related to language teaching. It will have a very positive effect on our students."*
(Interview 12-10-2015)

Q. 8. Do you think that a strict teacher would be effective in the context of your school?

Teacher 17: *"Yes I think sometimes we have to be a little strict with some of the students. If we are not strict with some of the students then it becomes very difficult for us to maintain proper discipline in the classroom."*
(Interview 15-10-2015)

Teacher 18: *"Of course a strict EFL teacher is more effective in our school. In fact the students listen to them carefully and they are also respected a lot by the students."*
(Interview 15-10-2015)

Teacher 19: *"I think in our school we have to show both strictness and friendliness according to different students. Some students are very studious and gentle and some are ill-disciplined and naughty students. So we have to deal with each one of them differently."*
(Interview 15-10-2015)

Q. 9. What are the main problems faced by EFL teachers in the context of Pakistani schools?

Teacher 10: *"In our school most of the students are from poor family background and they are also not good in studies. So we have to solve both the academic and discipline problems of our students."*

(Interview 12-10-2015)

Teacher 1: *"The main problem we face is that we have to complete the English syllabus for annual Board examination, for which we have not enough time. Also our students are not very serious about their studies."*

(Interview 11-10-2015)

Teacher 2: *"In my opinion the problem which we face in our school is that in our school there is no culture of spoken English. Even English teacher have to talk with students in Urdu because they do not know much English. Among themselves students talk in their regional languages. All these things make our job more challenging."*

(Interview 11-10-2015)

Q. 10. How do you view the importance of EFL teaching and learning in the context of U.A.E?

Teacher 20: *"It is very important for the students to learn English while living in the U.A.E. Learning English is a source of better jobs in their professional careers and dealing with people from different countries."*

(Interview 15-10-2015)

Teacher 11: *"It is also important for us to improve our EFL teaching skills while living in the U.A.E. In this way we will improve in our teaching skills and will be more effective and comfortable in our teaching profession."*

(Interview 15-10-2015)

Teacher 12: *"Learning better English is important for both EFL teachers and students because it is the first requirement for a person to talk in English fluently. Also we live in an environment in which people belong to different countries and English is the most common language of communication."*

(Interview 14-10-2015)

Appendix C: EFL students' structured interviews about the different qualities of effective EFL teachers

Date: **Place:** **Interviewer:** **Interviewee:**

NOTE: The interviewees must be informed before the start of the interview that this interview is part of a research study and the input from the interviewees will be utilized for research purposes without disclosing the personal identity of the interviewees. The input from the interviewee will also be helpful in identifying some of the basic qualities and requirements for being an effective EFL teacher, thus improving the overall field of EFL teaching and learning. Interviewees' input will also be helpful in improving EFL teaching and learning in Pakistani schools. The interviewee should be informed that the interview will last for 25-30 minutes.

QUESTIONS:

1. What is your name and in which grade do you study?

2. Which specific EFL teacher do you like the most and why?

3. How would you describe the effectiveness of EFL teachers teaching in your school?

4. Which professional and personal qualities do you think are important for EFL teachers in the context of your school?

5. Do you think that command of the subject-matter knowledge is enough for EFL teachers to be effective?

6. Do you think that a strict EFL teacher would be effective in the specific context of your school?
7. Do you think that the job of EFL teachers is more challenging in your school?
8. Do you think that specific professional training of EFL teaching and learning is necessary for EFL teachers in your school?
9. Do you think that the overall personality of an effective EFL teacher is a source of inspiration for the EFL students?
10. Do you think that learning English is essential for you while living in U.A.E?

❖ A final 'Thank You' statement to acknowledge the time the interviewee spent during the interview

Appendix D: Excerpts from students' interviews

Q.3. How would you describe the effectiveness of EFL teachers teaching in your school?

Student A: *"In our school English teachers are very hard working. Some of them are very friendly and some are a little strict but both have good reason to be either friendly or strict according to different types of students."*

(Interview 18-10-2015)

Student B: *"Our English teachers are very good especially my English teacher is very energetic and lively. Sometimes he makes us laugh and he can also do a little acting according to the lesson. He also treats all students equally."*

(Interview 18-10-2015)

Q.4. Which professional and personal qualities do you think are important for EFL teachers in the context of your school?

Student F: *"My teachers know better what is good for them but I think they should try to teach us in an interesting way. They work very hard but they should make language teaching for us by conducting interesting activities in the class."*

(Interview 19-10-2015)

Student G: *"Our English teachers should know how to solve the weak students' problems. For example the weak students in our class are very shy they cannot explain their problems with their teachers. So the English teachers should give more attention to the weak students."*

(Interview 19-10-2015)

Q.5. Do you think that only subject-matter knowledge is enough for EFL teachers to be effective?

Student C: *"No I think only knowledge of English teaching is not enough for the English teachers. They should also know how to control the students because this is a big issue in some of the classes in our school. They should also be friendly and cooperative with students."*

(Interview 18-10-2015)

Student D: *"Our English teachers need to know how to solve weak students' problems. For this they need more than just the knowledge of English language teaching. They need to inspire the students through their overall personalities."*

(Interview 18-10-2015)

Q. 6. Do you think that even a strict EFL teacher can also be effective in the specific context of your school?

Student H: *"Yes of course I agree that even a strict English teacher can be effective in our school. Even there are examples in our school of teachers who are a little strict especially with the naughty students. But students listen to them and they also respect those teachers."*

(Interview 19-10-2015)

Student I: *"I think it is correct that even a strict English teacher can be effective. In our school the naughty students are taught by teachers who are a little strict. The reason is that those students do not listen to a friendly teacher and the strict teachers teach those naughty students in such a way that they maintain discipline in the class as well as teach in a nice way."*

(Interview 19-10-2015)

Q.7. Do you think that the job of EFL teachers is more challenging in your school?

Student E: *"Yes I agree that English teachers have more challenges to face in our school. The reason is that the students are not very good in English and they also do not take their studies very seriously. English teachers have to deal with all such challenges."*
(Interview 18-10-2015)

Student A: *"Our English teachers are also human beings with their families and personal problems. In addition, their teaching responsibilities are also tough because of the overall environment of the school in which students do not have a strong basis for English language. Still I think they are doing their best in their teaching responsibilities."*
(Interview 18-10-2015)

Q.8. Do you think that specific professional training of EFL teaching and learning is necessary for EFL teachers in your school?

Student J: *"Yes I think our English teachers should have training of English language teaching if they are not having now. The reason is that in this way they will teach us more effectively and with little energies. I think in this way their time will also be saved if they use proper teaching skills related to language teaching."*
(Interview 19-10-2015)

Student F: *"Yes I think our English teachers can also improve their teaching skills through further professional training. This will have a definite positive impact on the students also and English teachers will also be satisfied with their teaching methods."*
(Interview 19-10-2015)

Q.9. Do you think that the overall personality of an effective EFL teacher is a source of inspiration for the EFL students?

Student B: *"I think the whole personality of the English teacher is a source of inspiration for the students. Mostly students idealize English teachers for their unique personalities, their way of talking, their habits and their friendly attitude with the students."*
(Interview 18-10-2015)

Student C: *"Yes I agree that English teachers are liked by the students because they are more energetic, they are more interactive with students and they have interesting methods of teaching. Because of all these qualities students expect a lot from their English teachers."*
(Interview 18-10-2015)

Q.10. Do you think that learning English is very essential for you while living in U.A.E?

Student I: *"Yes learning English is very useful for us while living in U.A.E. If we are good in English, then we can talk with anyone confidently and it will also help us in our improvement in our studies. In future we will also have good job interviews if we are good in English."*
(Interview 19-10-2015)

Student H: *"Definitely learning English is the basic requirement according to environment and conditions of U.A.E. People from all over the world come here for business purposes and for enjoying their vacations. Therefore the main language of communication here is English and we must also have full command of English as early as possible."*
(Interview 19-10-2015)

Appendix E: Field notes related to classroom observations

1. Classroom observation of 'Teacher 2' teaching grade 9th- C (girls):

Observation Notes: (21-10-2010)

- The teacher asking students to read the lesson 'Menace of drugs' one by one
- The teacher also explaining meanings of difficult words and phrases and also explaining the main points of the lesson
- The teacher asking students short questions from students about the lesson
- Some students not able to give correct answer to the teacher's questions and the teacher not rephrasing the questions for the weak students
- The teacher not utilizing any teaching method for the slow and medium learners
- The teacher taking more talking time and students less participation in lesson
- The teacher not asking students to learn independently or work in groups
- Still the teacher putting his effort in making the lesson interesting for students
- Teacher giving some good examples outside the lesson and advising students to keep themselves away from drugs
- Most of the teacher's questions answered by four/five gifted students of the class and most of the other students remaining silent in response to teacher's questions

2. Classroom observation of 'Teacher 18' teaching grade 9th A (boys):

Observation Notes: (22-10-2010)

- The teacher explaining the text of the lesson 'Three days to see'
- The teacher asking students about what they know about Hellen Keller who wrote this essay
- The teacher giving students a background information about the lesson and about the importance of eyesight
- The students showing interest in the lesson by asking different questions about the personality of Hellen Keller
- The teacher asking the students to read the text of the lesson one by one
- While the students read the text, the teacher explaining the main points of each paragraph as well as explaining meanings of difficult words and phrases
- The teacher appreciating the inspirational personality of Hellen Keller and advising students to appreciate every object of nature through their eyes
- The students listening to the teacher very carefully and also asking questions from the teacher about how and when Hellen Keller lost her eyesight
- In the end the teacher asking questions from students about the topic

- The students answering the teacher's questions confidently and the teacher appreciating the positive response of the students

3. Classroom observation of 'Teacher 12' teaching grade 10thA (boys):

Observation Notes: (22-10-2010)

- The teacher discussing the topic of 'Physical exercise' with the students
- The teacher very friendly with the students and the students listening to the teacher very carefully and responding to each of the teacher's questions
- Teacher encouraging some shy students to participate in the discussion
- Teacher giving students examples from his personal experiences related to the lesson
- The teacher also asking students to describe some of their personal experiences about the importance of physical exercise
- The teacher encouraging students to express their views more than talking himself
- Teacher not standing on the stage and standing mostly among the students
- Students show a lot of participation and enthusiasm in the discussion and sharing their personal experiences about the importance of physical exercise
- Teacher asking students to write a few lines related to the topic
- Teacher asking students to discuss main points of the lesson among themselves.

4. Classroom observation of 'Teacher 15' teaching 11th C (boys):

Observation Notes: (22-10-2010)

- The teacher discussing with students the topic of 'Advantages and disadvantages of cell phones
- Students taking interest in the topic discussion
- Teacher asking students to give their opinions about the topic
- The teacher making two groups of students, one telling advantages and the other group about the disadvantages of cell phones
- The teacher encouraging students from all corners to give their viewpoints
- The teacher helping students to find the exact words for their expressions
- Every now and then teacher balancing the discussion by his remarks and giving clues to the students
- Some students expressing their views in a mix of English and Urdu
- The teacher telling students to complete the same topic in written essay as homework
- The teacher also telling students about the advantages and disadvantages of cell phones

5. Classroom observation of 'Teacher 6' teaching 9th B (girls):

Observation Notes: (21-10-2010)

- The teacher teaching students rules of tenses
- The teacher telling students that questions of tenses will appear in the English paper
- The teacher focusing more on the grammar rules of the tenses
- The teacher asking students to provide examples of different tenses
- Some students providing correct answer while some do not
- The teacher giving students bookish examples related to tenses
- Some of the students talking and not paying attention to the teacher
- The teacher teaching both in English and in Urdu
- Most of the students also talking to the teacher in Urdu
- No differentiated instruction and cooperative learning strategy utilized by the teacher

6. Classroom observation of 'Teacher 8' teaching grade 12th B (girls):

Observation Notes: (21-10-2010)

- The teacher teaching students a lesson of the text book 'China's way to progress'
- The teacher giving students the main idea of the lesson
- The teacher asking students to read the text of the lesson one by one
- The students asking teacher about the meanings of difficult words and phrases
- The teacher explaining the main content of each paragraph
- The students asking the teacher about how China progressed in the last few decades
- The teacher providing enough information to the students about how China made its way to progress and development
- The teacher asking students short questions other than the lesson and the students answering correctly to those questions
- Both the teacher and the students having an informative discussion about the topic and the teacher appreciating the new information provided by the students
- In the end the teacher again summarises the main points of the lesson and asking students to write a short passage about the topic as homework

Appendix F: STUDENTS' QUESTIONNAIRE

NOTE: The main purpose of this questionnaire is part of an educational research study which aims at identifying the basic qualities for an effective EFL teacher. Identifying the basic characteristics of an effective EFL teacher will surely bring about improvement in the overall field of EFL teaching and learning, including EFL teaching and learning in Pakistani schools. The researcher has assured the participants of this research questionnaire of guarding their personal identity. Participants must not write their names on the questionnaire. Circle only one option from the given five options for each item of the questionnaire. Completing the questionnaire will take about (20-25) minutes.

An effective EFL (English as Foreign Language) teacher is one:

1. Who has full command of the subject matter knowledge of English.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

2. Who focuses more on teaching grammar rules.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

3. Who loves his/her teaching profession.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

4. Who explains the lesson only in English.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

5. Who is interactive with students.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

6. Who gives students assignments and homework for language learning.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

7. Who improves from personal reflections and experiences.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

8. Who deals with weak and gifted students differently, according to their learning capabilities.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

9. Who has vast experience of English language teaching.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

10. Who knows how to effectively solve students' behavioural problems.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

11. Who is professionally qualified and understands students' psychology in the context of language learning.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

12. Who respects the culture and religious beliefs of the students.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

13. Who is well aware of the specific environment of the place in which EFL teaching and learning take place.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

14. Who knows the importance of classroom discipline and management.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

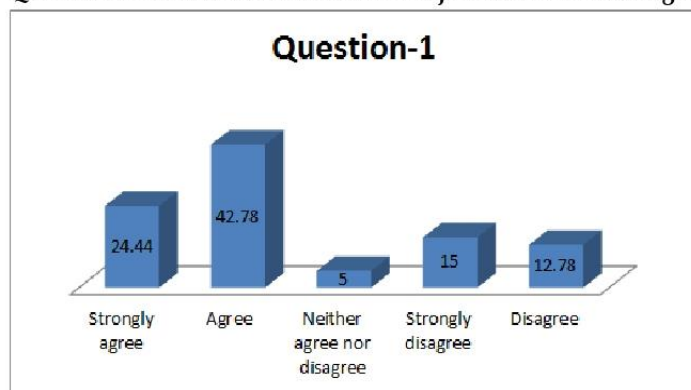
15. Who is energetic and creates enthusiasm among students for language learning.

- | | | |
|-----------------------|-------------|---------------------------------|
| i) Strongly agree | ii) Agree | iii) Neither agree nor disagree |
| iv) Strongly disagree | v) Disagree | |

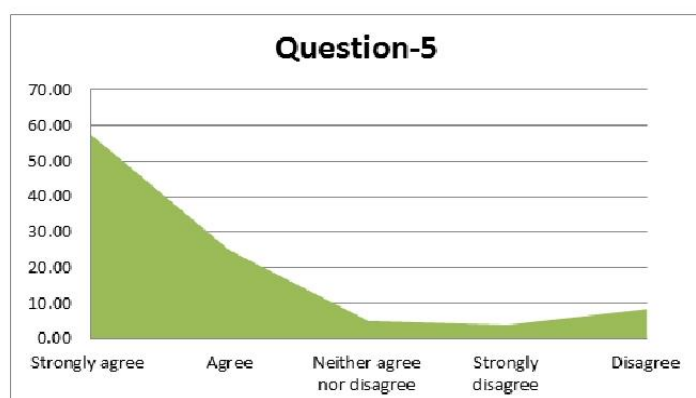
Appendix G: Graphs for different items of the questionnaire:

An effective EFL teacher is one:

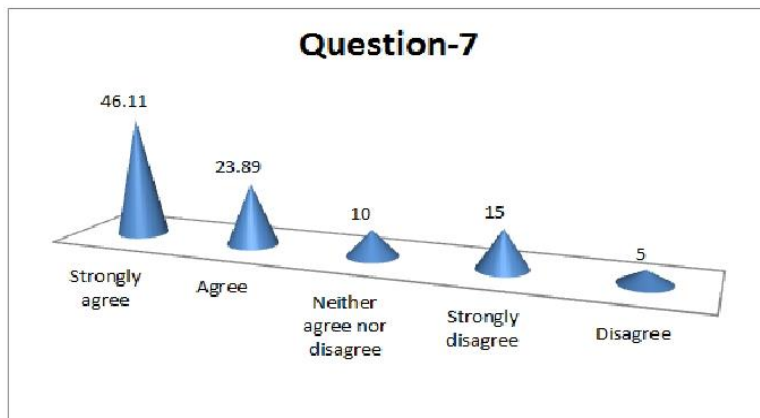
Q.1: Who has full command of the subject matter knowledge of English



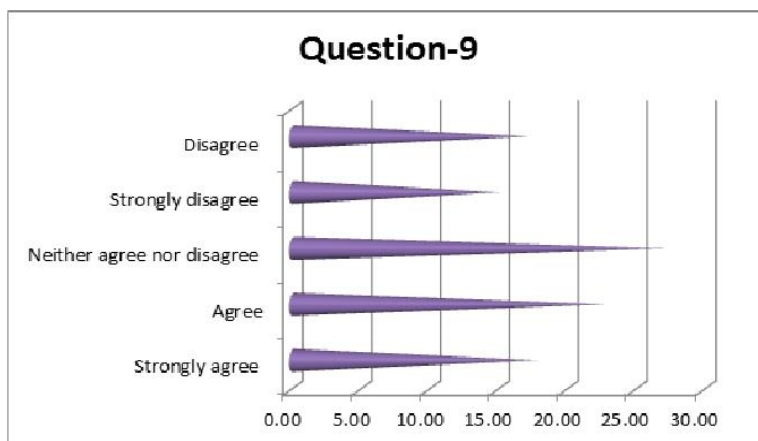
Q.5: Who is interactive with students



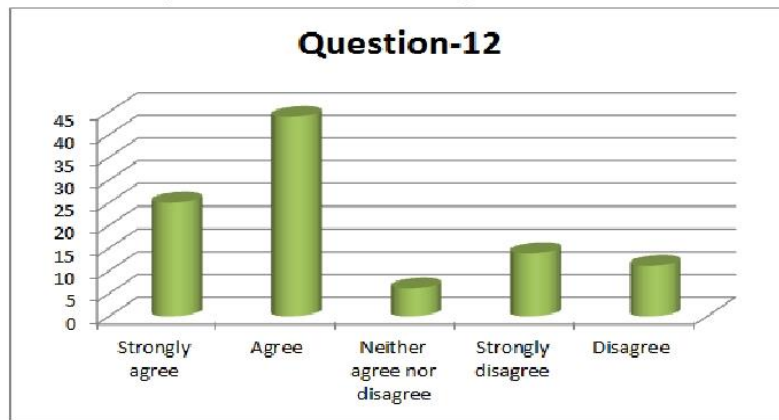
Q.7: Who improves from personal reflections and experiences



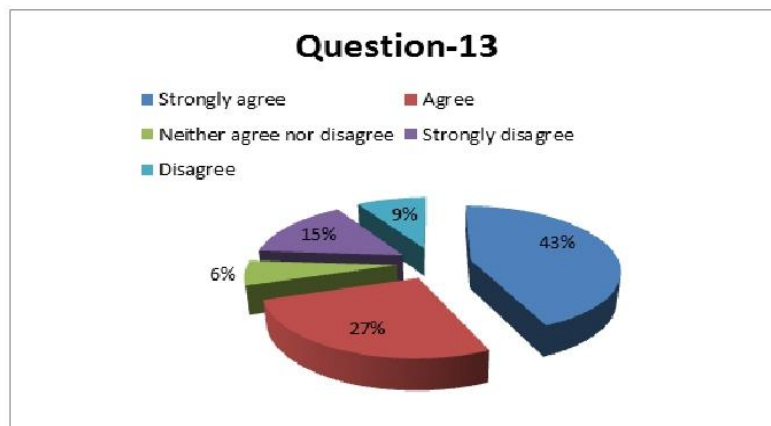
Q.9: Who has vast experience of English language teaching



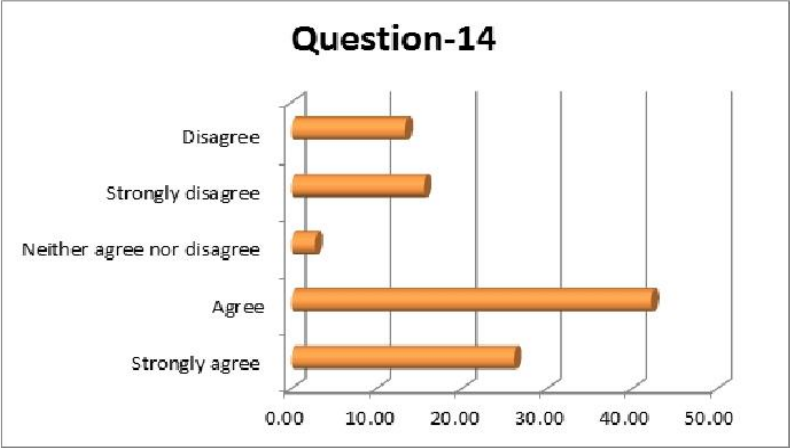
Q.12: Who respects the culture and religious beliefs of the students



Q.13: Who is well aware of the specific environment of the place in which EFL teaching and learning take place



Q.14: Who knows the importance of classroom discipline and management.



Q. 15: Who is energetic and creates enthusiasm among students for language learning.

