

Characteristics of Effective English Language Teacher: Educational Supervisor Perspective

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ABSTRACT:

This study aims to reveal the educational supervisors' perspectives on the characteristics of effective English language teachers. The study investigates the factors that influence on the English language teachers at intermediate and secondary schools. The population of the study is all the English language educational supervisors of the Education Directorate in Baghdad and Anbar, the participants were 12 educational supervisors (who accepted to participate in the study) of English language from Fallujah and Ramadi Anbar Education Directorate during the second semester of the academic year 2023-2024. The design of the study is a survey study; a semi-structure interview was used to collect the data of the study. The instrument validity and reliability were verified. The results revealed that the teacher who teach at primary and secondary school should have the following characteristics to be an effective English language teacher, there are four main themes influencing teacher effectiveness: teaching strategies, classroom interaction, personal characteristics, and academic skills. it is concluded that effective teachers employ innovative strategies beyond standard guides. They foster a supportive and engaging environment by motivating students, managing the classroom. Personal traits, including kindness, fairness, and adaptability. Finally, belong strong academic skills.

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Introduction

Recognizing the role of teaching ethics in facing the challenges that the world is experiencing, especially after the Corona-2019 period, and working to find ways to address them or to mitigate the negative effects, especially after the massive spread of artificial intelligence tools that have entered the field of education widely and the positives provided by these tools that threaten the existence of teachers and even educational facilities and institutions, therefore the need arose to stand on the qualities of an effective teacher who is able to stand in the face of these challenges and achieve the goal of education and learning, including learning information, behavior, ethics, and optimal dealing, and creating a generation that is distinguished by qualities that keep it away from resembling a machine (Carter, et al. (2024), Özmen (2024), and Prayitno, et al. (2024).

To reveal the gap of the study, it is fact that the routine evaluation of educational supervisors is based on scales revised by experts and updated periodically by the Iraqi Ministry of Education. The teacher evaluation items include personal, cognitive, academic, classroom management and other educational characteristics that the teacher must possess. In the event that some characteristics are not met, the educational supervisor directs and gives feedback to the teacher to develop himself and is evaluated after a specific period of time and is given feedback. This evaluation includes the teacher's characteristics in general, but the evaluation of the effective teacher has not been focused on. In order to keep pace with current changes in integrating technology into education as well as integrating artificial intelligence tools into education and learning, there is an urgent need to evaluate the characteristics of the effective teacher and provide feedback so that the teacher maintains his role and direction and achieves educational goals, this is what studies of Keser (2022), Liu, et al. (2022), Sims, et al. (2023), Asterhan & Lefstein (2024), Brownlie, et al. (2024), Grant, et al. (2024), and Zhang, et al. (2024) recommended to investigate.

To this end, this study is conducted at the Fallujah and Ramadi Anbar Education Directorate. This study aims to reveal the educational supervisors' perspectives on the factors

that influenced the teachers and the characteristics of effective English language teachers. To achieve the aim of the study, the following question is set: What are the factors that influenced the English language teachers to be effective teachers?

The outcomes of the study are good indicators for English language teachers to be aware of the qualities that a teacher should have to be an effective teacher who keeps pace with current developments in the world, from developing teaching strategies and techniques and integrating education with technology, as well as employing artificial intelligence tools effectively in the learning process without affecting the teacher's role and eliminating his presence. The results of the study also contribute to reviving some qualities that are almost forgotten or not possessed by English language teachers in schools affiliated with the First and Second Baghdad Education Directorates, as well as the Fallujah Education Directorate and the Ramadi Education Directorate in Anbar Governorate, Iraq.

Literature Review

The quality of an effective teacher is a broad term that cannot be limited to limited definitions. The quality of an effective teacher varies from one culture to another and from one educational level to another (Barnes, et al., 2021). The quality of an effective teacher in the pre-school stage differs from that of a teacher in primary, middle and secondary schools (Asterhan, et al., 2024). There is a common mistake in measuring the effectiveness of knowledge through the students' output, for the purpose of judging the effectiveness of the teacher (Brownlie, et al., 2024).

Every teacher has characteristics that s/he learned or imitated from his or her teachers, in addition to acquired teaching behaviors and characteristics (Nurie Bogale & Wale, 2024). Among the most prominent of those who presented the characteristics of an effective teacher are Cruickshank, et al. (2003) who described effective teachers as "caring, supportive, concerned about the well-being of students, knowledgeable about their subject, able to get along with others... and genuinely enthusiastic about the work they do... Effective teachers are able to help students learn" (p. 329).

Theoretical studies have produced several qualities of the effectiveness of the teacher and the characteristics of the effective teacher, including the study of Campbell, et al. (2004) presented five qualities of the effective teacher: the effective teacher is characterized by (1) positive interaction between the teacher and the student, (2) meticulous planning, (3) the ability to teach in a variety of ways, (4) mastery of the lesson structure, and (5) the ability to diversify in teaching. These were among the first attempts to describe the effective teacher.

Witcher & Onwuegbuzie (1999) found that the teacher who has the following characteristics is considered an effective teacher: the ability to make the student center of the educational process, has inner enthusiasm, create enjoyable atmosphere, has positive ethics, has classroom management competence, sufficient awareness of teaching strategies and good knowledge of the subject, and has the knowledge and the ability to design and prepare educational activities and materials. Later after two years, Witcher et al. (2001) add another characteristics that the teacher should gain such as (a) has the ability to observe learners' duty, assess students' progress, provide feedback when necessary, plan effective lessons encourage effective communication and peer interaction, generate questions that based on data analysis, compose text, and encourage self-evaluation, has good awareness of question and answer

strategies, encourage calculated risk-taking, has good awareness of test and evaluation strategies.

Brown (1994) believes that language teachers in order to be able to teach language must have received "adequate preparation leading to a degree in teaching English as a foreign language" and be imbued with "a sense of excitement about their work" (p. 430). He also adds that characteristics that language teachers must possess in order to be effective include knowledge, psycho-pedagogical skills, interpersonal skills, and reflective skills.

Furthermore, Meanwhile, Steele (2010) presented three characteristics of an effective teacher: the ability to communicate nonverbally, possessing self-efficacy, and the ability to leadership servants.

In the context of the emotional domain, in addition to the cognitive and psychomotor domain, Martin (1994) mentioned several qualities that a teacher must possess in order for his teaching to be effective and beneficial, including those related to students and their interaction with the teacher. He must instill self-confidence in students, work to stimulate and develop creativity in students, and make education fun. In the emotional context, Sutkin et al. (2008) mentioned five characteristics that a teacher must possess in order to be an effective teacher and influence his students, which are: interest in relationships within the classroom, stimulating an atmosphere of emotional interaction, renewing the assumption of responsibility and creating an interactive atmosphere, and self-awareness and perception.

An effective teacher is distinguished by his ability to develop students' achievement results, awareness of individual differences between students and the ability to bridge the gap (Dawson, et al., 2018). Therefore, teachers around the world seek to develop their capabilities and professional experiences and participate in development courses and training courses held by government institutions and non-profit educational centers that seek to develop teachers' efficiency and increase their abilities to acquire skills and experiences that lead to the creation of an effective teacher (Sims, et al., 2023).

Sims, et al. (2023) found that teacher efficiency depends largely on teacher competency development programs, and these programs have a significant impact on developing student outcomes, as a teacher who has the equipment to be an effective teacher leads to his students being distinguished by excellent learning outcomes. The theory that researchers set out to develop and test the theory of effective professional development for teachers in all their specializations also played a positive role in crystallizing the concept of teacher development.

Previous Studies

Stronge (2018) designed a theoretical framework that included six domains of teacher characteristics, and this framework has been used by some researchers to evaluate the effectiveness of teachers in Turkey, China, Malaysia, and Pakistan (Keser, et al. (2022), Liu, et al. (2022), Hamdan & Lai, (2015), and Akram (2019). The researchers found that this framework which includes the following characteristics that describe an effective teacher has a very significant effect on creating effective teacher, these characteristics include: prior knowledge, lesson planning, using a variety of appropriate teaching strategies, using assessment methods that are appropriate to the nature of the material, creating an effective and collaborative learning environment throughout the lesson, and excellence in professionalism in teaching, including the teacher's style and personality.

Zhang et al. (2024) found that gender, educational background, years of experience, personal motivation, classroom management ability, and the nature of teacher-student interaction all had a significant impact on teacher development and their ability to be an effective teacher. These characteristics found by the researchers are common in Finland and Singapore, United States, and China.

Grant et al. (2024) investigated the characteristics of effective teachers in international schools. Twenty-three international studies were reviewed and the researchers found four main characteristics of effective teachers: the nature of cooperation between teachers and school administration; cultural awareness of both teachers first and students second; mastery of verbal interaction with courtesy and mutual respect; and finally, the fact that international schools have students from several nationalities, so when a teacher seeks to learn some vocabulary from the foreign countries to which his students belong, especially vocabulary of encouragement and motivation, it has a positive effect on the student when the teacher says it in the student's native language.

Discussion of the Findings of the Previous Studies

The findings revealed that each teacher should hold good characteristics to enable him/her to be good teacher, among these characteristics were the following: prior knowledge, lesson planning, using a variety of appropriate teaching strategies, using assessment methods, creating an effective and collaborative learning environment, and excellence in professionalism in teaching, including the teacher's style and personality, good educational background, has high personal motivation, proficient in classroom management ability, positive nature of teacher-student interaction, and high level of target cultural awareness. The present study bridges the gap in the Iraqi literature by adding additional characteristics that the teacher should hold to be an effective teacher, the study found that the effective English language teachers should master and be proficient in teaching strategies, classroom interaction, personal characteristics, and academic skills. These teachers' characteristics were proved via conducting this study.

Methodology

The population of the study is all the English language educational supervisors of the Education Directorate in Baghdad and Anbar. The participants were 12 educational supervisors of English language from First and Second Baghdad Education Directorates, as well as the Fallujah Education Directorate and the Ramadi Education Directorate in Anbar Governorate. Table 1 shows the distribution of the participants.

Table 1: Educational Supervisors Distribution

Educational Directorate	Males	Females	Total
First Baghdad Educational Directorates	1	2	3
Second Baghdad Educational Directorates	2	2	4
Fallujah Educational Directorate	2	1	3
Ramadi Educational Directorate	1	1	2
Total	6	6	12

The Instrument

A semi-structure interview was used to collect the data of the study. The validity of the interview questions were verified by distributing the interview form questions to a jury member specialized in English language teaching, applied linguistics, and educational supervisors who hold master's degree and Ph.D degree. The jury member provided some suggestions and recommendations.

The Reliability of the Interview

The reliability of the interview responses from 12 participants was analyzed using inter-rater agreement for thematic analysis. Two professors participated as inter-raters: one specialized in Methodology and the other in Applied linguistics. The results of the analysis indicate a high level of consistency and reliability among the three raters, demonstrating strong thematic analysis. According to Mulyana and Desnita (2023), inter-rater agreement is considered high if the overall consistency and reliability ratio exceeds 87%.

The Themes	Researcher and Prof. 1 Agreement	Researcher and Prof. 2 Agreement	Prof. 1 and Prof. 2 agreement	Total Agreement
Teaching Strategies	93%	89%	91%	91%
Classroom interaction	94%	92%	93%	93%
Personal characteristics	87%	89%	88%	88%
Academic Skills	92%	90%	91%	91%

The total agreement for the "teaching strategies" theme was 91%. The agreement for the "Classroom Interaction" theme reached 93%. For the "Personal Characteristics" theme, the total agreement was 88%, and for the "Academic Skills" theme, the total agreement was 91%.

Themes were identified by tabulating the answers, for example, answers dealing with teaching methods were placed under the heading "Teaching Strategies" and answers dealing with "Classroom Interaction" were collected under this heading, and finally the answers were classified under four themes. The inter-rate agreement ratio was calculated by counting the sentences under each theme.

The Results

The thematic analysis model of Mulyana and Desnita (2023) was used to analyze the participants' answers.

The results revealed that there were four themes concerning the factors that affecting teachers' effectiveness.

The analysis of the first theme "Teaching Strategies" the participants suggested that to be an effective teacher, the teacher should have good knowledge of teaching strategies that are considered extra-teaching strategies which do not exist in the teacher's guide book. Following are examples of these strategies derived from the participants' responses and transcript in words:

- 1- The teacher can clarify meanings and terms through representation, pictures and interpretation without resorting to translation into the mother tongue.
- 2- She reinforces additional examples and additional exercises in case the specific exercises in the student book are not sufficient.
- 3- He provides an opportunity to interact using the language outside the classroom, and provides feedback.
- 4- The teacher is distinguished by her expectations regarding his students' achievements and works to raise their academic achievement.
- 5- He has the ability and competence to design discussion questions that motivate learners to interact.
- 6- She takes into account individual differences, and designs interactive activities that help all students participate in practicing the language.
- 7- The teacher is a supervisor, leader, and guide for groups inside the class and does not take the role of the class center.
- 8- The teacher is competent in employing strategies of stories, plays, music, and singing in teaching students.
- 9- She is distinguished by the competence of formulating various questions according to Bloom's classification of knowledge levels, and the questions are not limited to the first level of knowledge, which is memorization.
- 10- He is distinguished by the competence of diversity in preparing tests and the evaluation is not limited to the achievement test.

These are the main themes that a teacher should be equipped with to be an effective teacher.

The second theme is the "Classroom Interaction", following are examples of the participants' transcript responses:

The teacher encourages students to care and love the English language, the teacher will provide electronic interaction tools and encourage students to use them, the teacher encourages students to use artificial intelligence tools to organize their information (i.e. organize the information generated by students), motivates students to communicate with peers, the teacher has the ability to manage the class without getting agitated and angry, is distinguished by academic awareness, the teacher is distinguished by a decent appearance and an acceptable personality, the teacher is distinguished by his love for teaching in an innate way, the teacher encourages the principle of competition between colleagues for the purpose of increasing information and exchanging experiences.

The third theme is the "Personal Characteristics", following are examples of the participants' transcript responses:

The teacher is flexible, supports the students and provides them with all the facilities, the teacher is characterized by kindness in dealing and mutual respect, the teacher has a beloved personality characterized by tolerance and acceptance of others, the teacher is characterized by fairness in dealing with colleagues and students, the teacher encourages unresponsive and shy students, is characterized by a balanced personality between fun and firmness, the teacher has a personality that reflects his scientific ability and understanding, the teacher is characterized by the charisma of the educated, and the teacher has the ability to accept positive criticism and absorb negative criticism and benefit from it in developing his personality.

The fourth theme is the "Academic Skills", following are examples of the participants' transcript responses:

The teacher has sufficient skill to use the computer and has some information that enables him to prepare educational programs, the teacher has awareness of free open educational resources, the teacher is characterized by the characteristic of collective thinking, the teacher has fluency and accuracy in using the language, the teacher uses modern teaching methods, has complete knowledge of the subject, the teacher has knowledge of the appropriate strategies for each skill, the teacher has sufficient knowledge of grammar learning strategies, the teacher has knowledge of using post-cognitive strategies for speaking, writing, listening and reading skills, the teacher has non-traditional assessment skills (testing), the teacher has knowledge of activating students to practice critical thinking, analysis and investigation, and the teacher encourages students to continue learning even outside the classroom.

Discussion of the Results

The results revealed that there are four factors that influenced the teachers to be an effective teacher. The first factor is the teaching strategy. The educational supervisors emphasized that the teacher should have some characteristics to be an effective teacher, such as the strategies highlighted by participants include clarifying meanings through representation and visuals without translating into the mother tongue and providing extra examples and exercises when needed. Teachers also encourage language interaction outside the classroom, offer feedback, and set high expectations to boost students' academic achievement. They design discussion questions to engage learners, consider individual differences, and create interactive activities for all students. Effective teachers act as guides rather than the focal point of the classroom, employ creative methods like stories and music, and formulate varied questions beyond mere memorization. Additionally, they diversify testing methods, ensuring evaluations go beyond achievement tests. These findings are consistent with the findings of the study of Liu, et al. (2022), Brownlie, et al. (2024), and Prayitno, et al. (2024) who found that the effective teacher should have the ability to clarify the meaning, clarifying meanings, avoid using the mother tongue, encourage the interaction inside and outside the classroom, provide feedback, act as guide and not the maestro of the classroom, and encourage creative thinking.

Whereas, the second factor emphasized the Classroom Interaction. The results revealed that the effective teacher should be able to encourage students to care and love the English language lessons, because when the students love the English course this will encourage them to learn English and consider as encourage factor. Also, the result revealed the effective teacher can communicate with peers effectively, this means that the effective teacher accepts the other criticism and benefit from it in developing the teaching experiences.

These results are consistent with the results of the third factor that describes the effective teacher is that the teacher's personal characteristics, this factor means that the teacher must be flexible, be able to support the students and provides them with all the facilities. To be flexible and kindness and understand others are factors that encourage students to learn English language effectively. Brown (2014) stated that the teacher who has positive and attractive personality and makes the lesson ease and fun can have big opportunity to be successful and effective teacher. These findings are consistent with the findings of Witcher & Onwuegbuzie (1999), Hamdan & Lai (2015), Brownlie, et al. (2024), and Carter, et al. (2024) who found that the Teachers who have innate personal qualities such as kindness, tact, good

treatment, understanding and respecting others, and loving to encourage, support, and motivate students are described as ideal teachers.

The fourth factor that affects teachers to be effective teacher is the academic skills, this means that the effective teacher has the knowledge of running the technology tools, the artificial intelligent tools, the skills to prepare educational programs, and the awareness of the meta-cognitive language skills strategies which mean the language skills strategies that the students use but they are unaware that they are using learning strategies. These findings are consistent with the findings of Al-Khayyat (2021), Barnes, et al. (2021) and Özmen (2024) who found that the effective teacher is the teacher who has good experience in using computer, internet, educational platforms, educational social media interactions, and design educational training programs.

Conclusion

The analysis revealed four main themes influencing teacher effectiveness: teaching strategies, classroom interaction, personal characteristics, and academic skills. Effective teachers employ innovative strategies beyond standard guides, such as clarifying concepts visually, encouraging language use outside the classroom, and designing interactive activities. They foster a supportive and engaging environment by motivating students, managing the classroom calmly, and using digital and AI tools. Personal traits, including kindness, fairness, and adaptability, enhance teacher-student relationships.

The pedagogical implications of the study shed the light on the significant to equip the teachers with strong academic skills, such as subject expertise, modern teaching methods, and critical thinking promotion, are crucial for encouraging continuous learning and academic excellence among students.

Limits of the Study

The generalization of the findings of the study is limited to:

- 1- **Participants:** The participants were 12 English language Educational supervisors for the primary and secondary schools.
- 2- **The Location:** the participants were belonging to the First and Second Baghdad Education Directorates, also from the Fallujah Education Directorate and the Ramadi Education Directorate in Anbar Governorate, Iraq.
- 3- **Duration:** The study was conducted in the first semester of the academic year 2024-2025.

آراء المشرفين التربويين في صفات معلم اللغة الانجليزية الفعال

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الكلمات المفتاحية

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ملخص البحث:

تهدف هذه الدراسة إلى الكشف عن وجهات نظر المشرفين التربويين حول خصائص معلمي اللغة الإنجليزية الفعالين. تبحث الدراسة في العوامل المؤثرة على معلمي اللغة الإنجليزية في المدارس المتوسطة والثانوية. مجتمع الدراسة هو جميع المشرفين التربويين للغة الإنجليزية في مديرية تربية بغداد والأنبار، وكان المشاركون 12 مشرفاً تربوياً (وافقوا على المشاركة في الدراسة) للغة الإنجليزية من مديرية تربية الفلوجة والرمادي والأنبار خلال الفصل الدراسي الثاني من العام الدراسي 2023-2024. تصميم الدراسة هو دراسة مسحية، تم استخدام مقابلة شبه هيكلية لجمع بيانات الدراسة. تم التحقق من صدق وثبات الأداة. كشفت النتائج أن المعلم الذي يدرس في المدارس الابتدائية والثانوية يجب أن يتمتع بالخصائص التالية ليكون مدرساً فعالاً للغة الإنجليزية، هناك أربعة محاور رئيسية تؤثر على فعالية المعلم: استراتيجيات التدريس، والتفاعل في الفصل الدراسي، والخصائص الشخصية، والمهارات الأكاديمية. وخلص إلى أن المعلمين الفعالين يستخدمون استراتيجيات مبتكرة تتجاوز الأدلة القياسية. إنهم يعززون بيئة داعمة وجذابة من خلال تحفيز الطلاب وإدارة الفصل الدراسي. السمات الشخصية، بما في ذلك اللطف والإنصاف والقدرة على التكيف. وأخيراً، المهارات الأكاديمية القوية.